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ABSTRACT

This publication presents the results of a survey of 70 service providers and 349 students that examined the level and types of services, the types of accommodations, and policy with respect to postsecondary students with disabilities across Canada. Service providers indicated that the model of service delivery at their institution was highly centralized or partially centralized, with very few indicating a decentralized model of delivery. Students are required to provide documentation in some cases in order to receive services at almost all the institutions represented. Respondents also indicated their institutions were planning modifications to physical accessibility more frequently than modification to programs or policies. Only 58.6 percent of institutions provided written materials to students with disabilities concerning services available to them. Student respondents indicated that most had a learning disability (36.1 percent), two-thirds required extended test time, and a little more than half required academic accommodations. Areas in which respondents frequently identified successful programs were: academic accommodations, adaptive technology, and academic support services. Students reported that the lack of an office that focused on disability service issues was one of the least successful features of access at their particular institutions. Appendices include assessment instruments. (Contains 25 references.) (CR)

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ENSURING ACCESS TO HIGHER EDUCATION AND CAREER TRAINING

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by

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Executive Summary

Service Providers

The 70 service providers who responded to the survey, represented institutions of varying size and type. These institutions were distributed throughout nine of the provinces,¹ and were roughly equally divided between universities, colleges and Cégeps. A small number of respondents (4) identified their institution as a university-college and one as a trades-vocational institute. Universities represented within the respondent group tended on the whole to serve larger populations of students with and without disabilities, while colleges and Cégeps tended to serve smaller populations. Most Cégeps had populations of less than 2,500 full-time students, while most universities had populations in excess of 10,000 full-time students.

A little more than half of all respondents worked within an office that only served students with disabilities, and such service offices were somewhat more likely to be located at larger institutions. Roughly one quarter of survey respondents worked within an office that served both the general student population and students with disabilities. The remainder provided services on a case-by-case basis at institutions that had total full-time student populations of less than 2,500 and estimated that they served less than 10 students with disabilities. Another four institutions indicated that they did not provide any services for students with disabilities.

Service providers indicated that the model of service delivery at their institution was either centralized or partially centralized, with very few indicating a decentralized or "other" model of delivery. Thus, services and information for students with disabilities at the respondent institutions is generally centred in one office on a campus, or one office that may refer students to others for additional services such as counselling, adaptive equipment, financial aid, etc. The services provided within either a centralized or partially centralized model vary considerably depending on the resources available. A little more than half of survey respondents indicated that they received an operating budget from their institution. Roughly one quarter of survey respondents indicated that their budget came from the provincial government. The larger the institution, the more likely it was to have some funding budgeted by the institution for its operations.

Most institutions, regardless of size or type, reported that they provided some services (e.g. interpreter services) that were funded by an outside source, and this was typically a federal or provincial program. Vocational Rehabilitation of Disabled Persons (now replaced by Employment Assistance for Persons with Disabilities) was most frequently mentioned as a source of funds for services extended to the students who were registered with this program. Specific provincial programs, some of which are cost-shared with the federal government,

¹No institutions from Prince Edward Island, Yukon or the Northwest Territories are included because no responses were received from institutions in these jurisdictions.

were also frequently mentioned. None of the respondent institutions in Newfoundland or New Brunswick reported this type of funding arrangement.

Most respondents indicated that students in all seven of the disability type categories identified² could be accommodated at their institution. Significant differences existed across type of institution and province, with smaller institutions and Cégeps in Quebec reporting less frequently that they accommodated students who were deaf/hard of hearing, had mental health, speech or medical disabilities.

Students were required to provide documentation in some cases in order to receive services at almost all of the institutions represented in the respondent group. Respondents from institutions that served less than 100 estimated full-time students with disabilities were somewhat less likely to require documentation, while schools serving populations larger than this all required documentation in some cases. In detailing instances where documentation was required, many service providers noted that documentation was always required, while others indicated that access to certain types of service (e.g. academic accommodations, disability-related funding assistance) was dependent on documentation. In terms of the types of documentation required, certification from a relevant health professional external to the institution was most commonly mentioned.

A little less than one quarter of the service providers indicated that there was an independent students group organized by students with disabilities at their institution. Universities were most likely to have such a group, and Cégeps somewhat more likely than colleges: only one of the colleges represented among respondents indicated awareness of such a group. Institutions where the estimated population of full-time students with disabilities was between 100 and 199 were more likely to have independent groups than were institutions with populations over 200. Accessibility committees were more common (40% of respondents indicating their presence) and most included student representation. A smaller percentage of service providers (15.7%) indicated that the main students' organization included representation of students with disabilities.

Respondents indicated that their institutions were planning modifications to physical accessibility more frequently than modifications to programs or policies. Universities were more likely than colleges, and colleges more likely than Cégeps to be planning modifications in all three areas. Institutions that had a separate unit for services for students with disabilities were more likely than institutions that did not have a separate unit to be planning modifications to programs and policies.

Not all institutions provided written materials to students with disabilities concerning services available to them (58.6% of service providers indicating that they did). Most respondents from

² I.e., mobility impaired, deaf/hard of hearing, blind/visually impaired, speech impaired, learning disability (including ADD), mental health disability, medical disability.

universities and colleges indicated that they provided materials, but only 20% of those from Cégeps did so. All respondents from institutions with estimated full-time general enrollment in excess of 10,000 and all those that estimated they served populations of 100 or more students with disabilities indicated that they provided such materials.

Students

Student respondents to the survey numbered 349 and were registered at 102 different institutions. The majority of respondents were less than 30 years old, were unmarried and had no children. Almost 60% were women, possibly reflecting recent general trends in enrollment among men and women, and the greater likelihood among women with disabilities than men with disabilities in the 15-34 age range to have some post-secondary education.

In terms of disability types, the largest group of students indicated that they had a learning disability (36.1%), while a somewhat smaller percentage indicated that they had a mobility impairment. Mental health (5.2%) and speech disabilities (2.6%) were least frequently mentioned. The percentage of students indicating learning disabilities was greater by 10% than that recorded two years previously in a study of similar size conducted by NEADS.

Student respondents from Ontario comprised the largest group; the smallest numbers of respondents came from New Brunswick, Nova Scotia and Saskatchewan. As with service providers, no respondents came from Prince Edward Island, the Yukon or Northwest Territories. The proportion of students reporting learning disabilities in Quebec was much lower than the overall average for the survey group, while the proportion reporting mobility impairments in Alberta was also lower than the overall average.

Roughly two thirds of all students reported that they required extended test time and a little more than half required academic accommodations to accommodate their disability. A large number of students also reported the use of adaptive technology, and a similarly large group drugs and medical supplies. Students who were deaf/hard of hearing and those with speech impairments were less likely to require extended test time. Those with speech impairments were most likely to require academic accommodations, along with those who were blind/visually impaired and those who had learning disabilities. Roughly two-thirds of all students who were blind/visually impaired required adaptive technology, while a similar proportion of those with medical or mental health disabilities required drugs or medical supplies. Among those with mobility impairments, roughly two-thirds required modified building features or adaptive transport to attend school.

Among student respondents who indicated that there were aids or services that they would use to which they did not have access, the largest numbers indicated adaptive technology and/or academic accommodations. Among students who were blind/visually impaired, 20% had problems of access to adaptive technology, and a similar proportion of those who were deaf/hard of hearing required hearing aids. Students were more likely to have problems of access to certain aids or services depending on the number of disabilities they reported. Most

frequently students who reported problems of access indicated that the item required was too costly for personal purchase.

Most student respondents received financial support from one of three sources identified: benefit/pension/grants programs (both public and private); federal/provincial student loan programs; and/or scholarships and academic awards. Roughly one quarter of all respondents received no financial aid from any of the sources identified. Students from the smaller provinces³ and those from British Columbia were somewhat more likely to be receiving aid from a benefit/pension/grant program than from a student loan program. Students from Alberta, on the other hand, were less likely to be receiving aid from a benefit/pension/grant program than those in other provinces.

Among the benefit/pension/grant programs from which students were receiving financial support, the most frequently indicated were publicly funded programs such as Social Assistance, CPP/QPP disability pensions, and provincial grants for students with disabilities. Among those receiving provincial grants for students with disabilities, most came from Quebec. Among all students from Ontario and Alberta the proportion who were in receipt of such grants was fairly low.

Roughly half of all students responding were registered at a university, 36% at a community college and 7% at a Cégep. Most indicated that they had chosen the institution that they attended on the basis of academic programs offered. Accessibility appeared to be an important factor in the decision to attend a particular institution but not as important as the academic factors. Most students were pursuing a bachelor's degree or a certificate/diploma with less than 10% indicating that they were pursuing either a Master's degree or a PhD

In terms of field of study, the highest proportion of respondents were registered in a Social Science/Social Service program (29% of all respondents); the second highest proportion was composed of students registered in Business/Commerce programs (19%). A greater percentage of those enrolled in Social Science/Social Service programs were studying at the university level. Among those enrolled in Business/Commerce programs, a greater percentage were studying at the college level. The great majority of students at all levels were registered full-time, although among those studying part-time a large percentage (40%) required modified building features or special transportation services in order to attend school. Less than 20% of those studying full-time required such features.

Most student respondents attended an institution that had a campus office that coordinated services for students with disabilities. Most frequently they indicated that they had become aware of the disability services offered at their institution through their admissions package. The admission's counsellor, and the course calendar were also cited somewhat more frequently than other sources. It seems likely that most students had become aware of the

³Newfoundland, Nova Scotia, New Brunswick, Manitoba, Saskatchewan.

range of services offered at their institution after they had made a decision to attend that institution. Some respondents did indicate that they had become aware of the services at their institution through contact with sources at other educational or community-based organizations: high school advisors were cited by roughly 20% of respondents, and others indicated that they had received information from a health practitioner, or a rehabilitation, career or social services counsellor.

A little less than one third of all respondents indicated that they were aware of an independent students group organized by students with disabilities at their institution. University students more frequently than college or Cégep students indicated awareness of such a group. Only 10% of respondents indicated that they participated directly in the activities of the group and most of these students were at the university level. Students were more frequently aware of an accessibility committee at their institution. Among the 39% of all respondents who indicated that there was such a committee at their institution, most were again at the university level. Among respondents who indicated that an accessibility committee was in place at their institution, 70% indicated that the committee included representation of students. This too was more frequently the case among respondents at the university level.

Service Provider Assessments

In assessing the features and facilities of the buildings on their campus, service provider responses were very mixed reflecting the wide variation that exists in terms of campuses and the way they are arranged. Open-ended comments centred often on specific features listed and why these were sometimes unnecessary given campus size or layout. The majority of service providers, however, tended to rate accessible washrooms as either Good or Excellent. On the other hand, some building accessibility features were more frequently rated less favourably, or were identified as Not Available. For example, coloured strips, wing door handles, and accessible elevator features were often not available. Certain buildings were less likely to be rated highly, such as that housing the Book Store. A common comment in the open-ended sections of the building accessibility features rating questions centred on the contrast between new buildings that tended to have better accessibility features, and older buildings that have been renovated or require renovations.

Overall, service providers rated special equipment and labs favourably. Access to computers or Internet capabilities were rated very highly with few service providers indicating that this service was Not Available. Accessible computer labs and screen enlarging software were rated as either Excellent or Good by most respondents. Acoustically treated rooms and specialized technology in physical science labs, however, were more frequently Not Available and very few service providers rated this as Excellent or Good.

With respect to Safety and Emergency procedures, service providers tended to rate their campuses highly. Over half of the service providers rated Safety Policies, Emergency Procedures, and Emergency Assistance as either Excellent or Good. However, the most

common open-ended comments centred on plans to improve safety and emergency services.

Some services are not universally available. For instance, a good proportion of service providers work on campuses that do not provide on-campus housing, and thus could not rate such facilities. Those that did rate the facilities, tend, however, to rate them favourably. As well, many service providers did not rate on-campus transportation services, however, those that did rate them, tended to rate them favourably. Similarly athletic programs were not commonly available but where these programs were rated, they tended to be rated highly. Descriptions of these programs in the open-ended responses also tended to be favourable. Some aspects of preparation and orientation were also rated very highly by service providers. Over 90% of service providers rated registration assistance as either Excellent or Good. Tours, orientation workshops and classroom relocation were all rated as either Excellent or Good by more than two-thirds of respondents. On the other hand, most indicated that TTY/TDD registration was Not Available.

The ratings of programs related to educational accessibility and academic accommodation varies considerably across features. Extended exam time, library assistance, counselling were all rated very highly. A number of features listed were Not Available according to a sizeable proportion of service providers. This was especially true of page turners, braille texts, and on-campus large-print texts.

Instructor support features were generally rated poorly. Most service providers rated in-service training of instructors as either Fair or Poor, or Not Available. In open-ended responses service providers noted both their own difficulties in providing such training and the indifference of instructors as problems to be overcome. Administrative support and policies were rated more highly, although required budget for service was rated as either Fair or Poor by half of all respondents. Policy on specific disabilities and in-service training for all employees was marked as Not Available by a large portion of the respondents.

Service providers tended to rate liaison with other post-secondary institutions and service providers and agencies highly. Liaison with service providers and agencies, with governmental agencies, and with other post-secondary institution was also generally rated as either Excellent or Good. Less than half of the service providers tended to rate accessibility to public transit and the cost of public transit as either Excellent or Good. Interestingly, however, some service providers did not know the cost of accessible public transit in their communities.

Student Assessments

In the open-ended portions of the building physical accessibility questions, some students provided comments similar to those of service providers, indicating variations in buildings on and across campuses. Interestingly, students tended to provide more detailed comments, noting specific successes, or, that, while facilities or services were in place, they had experienced a specific shortcoming or problem. For example, most students rated identified parking as either Good or Excellent at the Main Student Services Building. In the case of

most of the other buildings (Library, Food Services and Book Store) less than a third rated the provision as Good or Excellent. Most building accessibility features were less frequently rated as Good or Excellent, and in many instances students indicated they were Not Available (i.e. coloured strips, low pressure doors, and accessible service counters). Accessible service counters were more frequently rated as Poor in main campus buildings than all other features. In open-ended comments students identified specific gaps in or problems with a given facility or service. These comments were often directed at wheelchair accessibility:

Many students rated Internet access and accessible computer labs as either Good or Excellent. However, in the open-ended comments students indicated a need for more information about certain features. Students also specifically identified the importance of including instruction and/or training with specialized equipment. In several cases, students provided open-ended comments that suggest an awareness of the importance of physical accessibility of special, adaptive equipment and labs, as well as some suggestions for generalized solutions.

With respect to Safety and Emergency features, a large proportion (greater than 50% in all but one case) of students indicated that they either Did Not Know about the feature, or did not state a rating. The open-ended questions tend to suggest a lack of information about safety and emergency procedures in general and a consequent strong concern. As with service providers many students are unable to rate on-campus housing and on-campus transportation because these are not available. On the other hand, where these features are rated, students tend to rate them favourably. In open-ended responses, students identified many of difficulties related to a lack of on-campus housing facilities for students with certain accessibility needs. Many respondents also did know whether accessible public transit was provided, although most rated it as Good or Excellent. The cost of accessible public transit, on the other hand, was rated as Fair or Poor more frequently than Good or Excellent.

Students were on more familiar ground with academic support services where the majority rated note takers, computer access, library assistance and peer tutoring services as Good or Excellent. In the open-ended responses, some students again indicated a lack of awareness, as well as a strong need for assistance with lecture notes, assignments and research papers, and other services. Others provided a range of assessments regarding the quality of assistance with lecture notes, assignments and research papers. Most students were also able to assess the provision of extended exam time, with more than three quarters of all respondents rating it as Good or Excellent. Yet despite the fact that students made good use of this service, at least one third were unaware of whether there was a formula in place to calculate extended time. Almost half of all students indicated that they did not know whether course/program modifications were available. A fairly high proportion (over 10%) rated this as Fair or Poor while less than 20% rated this feature as Good or Excellent.

Best Practices

Among the programs, services and features that service providers and students felt were most successful in establishing or ensuring campus accessibility, aspects of service delivery, and

particularly the centres through which services were accessed, were mentioned most frequently. Other areas where respondents frequently identified successful programs, services or features were: academic accommodations/modifications (including extended exam time); adaptive technology; and academic support services (note takers, tutors, etc.) Service providers also frequently identified services to students with learning disabilities. Features of physical accessibility were also frequently singled out as an area of success. But features of physical accessibility were also frequently cited by both students and service providers as an area of least success.

Disability service offices do not exist on all campuses and students reported that the lack an office or staff person that focused on disability service issues was one of the least successful features of access at their particular institution. The opportunity for personal contact with an individual who is knowledgeable, can understand and assess needs, and assist in the resolution of problems is also a successful feature of service provision commonly identified by both students and service providers. At smaller institutions, where students with disabilities are less numerous, the ability to provide individual attention is recorded as a plus by many service providers. An important part of what disability service providers do is provide links to other departments and offices on campus, providing students with points of contact and fostering a broader awareness of access issues, and students are less than satisfied when this function is not being performed.

Assessing students needs and providing counselling on types of accommodation and assistance are critical facets of disability service provision. Service providers and students frequently included this as a successful feature of access at their institution. Yet another facet of service provision is the notification to faculty of special needs. This service is frequently provided and one that most students routinely record as a successful feature of service provision.

Disability service offices also commonly take responsibility for classroom relocation; the arrangement of rooms and times for examinations when a student needs accommodation; the arrangement of interpreter services; and/or assistance with grants for special devices and equipment. Some also include the provision of adaptive technology and equipment; administration of learning/academic support services (e.g. note-taking); and/or provision of talking books and alternative format material among the many services they administer. Students and service providers both mention these as aspects of successful service provision.

Students also frequently mentioned other campus service providers (librarians, counsellors, computer technicians, etc.) as providing services that constituted the most successful features of accessibility. While students prefer to have access to services that are responsive to their disability-related needs, they do not always need to receive services through the auspices of a disability service office. The placement of certain services seems less important than their availability and the assurance that such services will be "disability-sensitive" even if they are provided as part of a service that includes students with and without disabilities.

The ability to write examinations within an extended time was an area of critical importance

for student respondents. Many viewed access to this form of accommodation as a successful feature of accessibility. Formulas for calculating extended time appear to vary and this does constitute a problem area for some students. Other service providers indicated that extensions to exam time calculated on an individual basis, taking the student's specific disability into account were a successful feature of accessibility.

Students were far less likely to indicate that other forms of academic accommodation (apart from extended exam time) constituted successful features of accessibility, and were more likely to record that failure to obtain desired course or program modifications (e.g. changes to course requirements, extensions of program completion time) constituted a less successful feature of accessibility. Many service providers regarded developed policy and procedures on accommodations as among the most successful features of accessibility at their institutions, although whether such policies cover course and program content as well as evaluation accommodations is not clear. In some institutions the transformation of attitudes on the issue of academic accommodation is not complete and ingrained attitudes about the necessity of preserving uniformity in evaluation and program requirements remain unchanged. Students also noted a variety of problems with the way academic accommodations were administered and how faculty tended to respond to these.

A large proportion of student respondents to the survey reported a learning disability. The ability to obtain advice on learning problems through a general learning support unit or a disability resource centre were recorded by both students and service providers as a successful feature of accessibility. Some students reported success with specific forms of software (although financing the purchase of software appears to be a problem for many students). Confusion about what software would assist students with learning disabilities is expressed by many students and at least one service provider. More difficult perhaps is the design of appropriate classroom instruction strategies and the communication of these to the people who could use them. Some disciplinary areas appear to be more resistant than others to the inclusion of students with learning disabilities. Some service providers also admitted that providing services in this instance was a least successful feature of accessibility because resources and awareness are not firmly established.

Centralized access to a range of adaptive technology was often cited as a successful feature of access by both students and service providers. Students, however, also want the possibility of accessing adaptive technology and other services in general-use computer labs. Concomitantly, lack of access to general computer service is seen as a limitation. Provision of training on adaptive equipment and software, and other forms of assistance are also critical features of success. Problems with accessing provincial/federal funds for the purchase of adaptive technology and computer equipment in general are frequently mentioned as less successful features of accessibility. Service providers evince a commitment to aiding students in sorting through the range of programs for which they may be eligible in terms of financing the purchase of equipment for individual use, and students are appreciative of these efforts.

Problems in accessing alternative format material were frequently cited. The production or

acquisition of text books on tape is slow and very few schools appear to be able to assist students in a timely manner. The need for access to software for the (limited) production of alternative format material is growing, and, where available, it is recorded as a successful feature of accessibility. Centralized provision of alternative format material in an area that also provides access to adaptive technology was also recorded as a successful feature of accessibility.

Specific programs of learning or academic support are frequently mentioned by students as successful facets of accessibility, and somewhat less often by service providers. Student comments concentrate on note taking services, the most common form of academic assistance. Many students reported that this was a successful and essential feature of accessibility at their institutions. Some students had problems accessing the service when it was provided through a central office and recorded this as a less successful aspect of accessibility. Several students indicated that they recruited their own note takers in class or borrowed notes from others for photocopying, but most did not appear to be entirely satisfied with this arrangement. Students who were dissatisfied sometimes indicated that volunteer/student note takers were not always helpful and that the system of recruiting volunteers for the task resulted in uneven quality. Tutoring and peer tutoring was somewhat more frequently mentioned by service providers as a successful feature of accessibility, and students also occasionally ranked this as a successful service. Note takers and peer tutors (paid or volunteer) are regarded most frequently as providing a service that constitutes a successful feature of accessibility. Whether more systematic recruitment, training or assessment would result in a more successful "better" service is not apparent from the comments.

Features of physical access were frequently cited by students and service providers as most and least successful aspects of campus accessibility. Physical access covers a host of features and here no strong themes emerge. Large institutions with older buildings often have very severe access problems. At smaller institutions where barriers to movement may constitute less of a problem, other problems of access are likely to be present, such as lack of access to TDD/TTY devices.

Service providers and students with disabilities work within a system that many students assume is largely indifferent to issues of accessibility. As many students observe, problems of access reflect a lack of funds and a lack of commitment and these are the real failures of campus accessibility. Students should be able to find a voice for some of their concerns within the general students organizations on campus, but respondents to this survey saw very little that was of value in the general students organizations on campus, and those who commented on them generally grouped them as least successful facets of campus accessibility. At those institutions where students have established disability student groups, some note that the provision of a forum for exchanging information and the possibility of speaking to faculty and administration as a group voice is a successful feature of accessibility.

Introduction

In January 1997, the National Educational Association of Disabled Students received funding from the Trillium Foundation and Human Resources Development Canada for a new project, "Working Towards a Coordinated National Approach To Services, Accommodations And Policies For Post-Secondary Students With Disabilities: Ensuring Access to Higher Education and Career Training." This project focuses on a review of services, accommodations and policies in place at post-secondary institutions for students with disabilities. The aim is to develop a "best practices" model for these institutions that will provide policy makers, university and college administrators, campus service organizations and students with a tool for examining and improving the existing network of policies and programs for students with disabilities.

Services, accommodations and policies that support persons with disabilities at post-secondary institutions are critical factors in ensuring access. Students and graduates with disabilities who participated in the NEADS 1996 Employment Opportunities survey indicated that the services available to them at post-secondary institutions were an important factor in the choice of which college or university they attended. Moreover, for many, access to support services throughout their studies was critical to their ability to finish a program. (NEADS 1996) Lack of policies and programming to support inclusiveness presents a barrier to full access by limiting the range of choices open to those with disabilities. A coordinated national approach to services, accommodations and policies represents a step toward ensuring that the widest range of possible choices remains open to all students.

The NEADS project focuses on two principal areas:

a) Determining the level and type of services, the types of accommodations and the direction of policy with respect to students with disabilities across Canada. NEADS has, in the past, surveyed institutions with respect to the measures undertaken to assist students with disabilities. This project seeks to continue and further refine this work by developing a standardized checklist of physical adaptations, equipment and programs. Standardized information allows for comparisons across institutions and provinces and will assist us in determining to what extent provinces and institutions are equipped to meet the needs of students with disabilities and to what extent each institution is able to meet the needs of students with different types of disabilities.

b) Evaluating service provision, accommodations and policy. The current research also seeks to measure levels of satisfaction with respect to service provision, accommodations and policy among students with disabilities and college and university service providers. Because the aim is to specify a "best practices" model we want to determine: what features of access are deemed most successful or least successful; what problems have been encountered; and what modifications to existing policy and programming might make them more successful.

Our project addressed the issue of access by surveying students and service personnel

throughout Canada. In documenting and evaluating the services, accommodations and policies of Canadian post-secondary institutions, the information that can be provided by both groups is useful. The two groups may have different perspectives, conditioned by their experience within the institutions where they work and study, but they are both involved in constructing and ensuring access and in this sense they are partners. Recognizing that the two groups would have distinct types of information to offer, two separate versions of the survey were designed, one directed at students and the other at service providers. At the same time it was recognized that both groups should be asked to evaluate their institutions in the same way, and thus both were asked to provide rankings and reflect on the various features of accessibility available at their institutions.

The rest of this introductory chapter outlines some of the issues that need to be considered in the analysis of services, accommodations and policies to support access at the post-secondary level. Subsequent chapters describe the groups who responded to our survey; their evaluation of the features of access available at the institutions where they work or attend school; what kinds of insights into best practices may be derived from their assessments of what features are most and least successful; and what recommendations might be made on the basis of these insights. Appendices include a detailed description of the project, discussion of the methodological procedures adopted, information about the distribution of questionnaires and copies of the questionnaires in English and French.

A. Students with Disabilities at the Post-secondary Level

Some general awareness of the population of students with disabilities at the post-secondary level may be derived from the 1991 Health and Activity Limitation Survey (HALS), a national post-censal survey of approximately 35,000 Canadians with disabilities and 113,000 without disabilities. The data collected was used to construct population estimates, and, based on this data, it was estimated that in 1991 of the roughly 18 million residents of Canada between the ages of 15 and 64 who were living in households (as opposed to institutions), about 2.2 million were people with disabilities. Thus, roughly 13% of working age adults are people with disabilities.

Based on HALS data, Statistics Canada estimated the number of post-secondary students with disabilities enrolled in 1991 to be 112,200, or, approximately, 7 percent of the total student population in that year (Statistics Canada 1993). This percentage may have increased over the past eight years, but no subsequent studies have been conducted. In a study of accessibility at Canadian universities, Jennifer Leigh Hill (1992) noted that the previous decade had witnessed dramatic increases in the number of students with disabilities pursuing post-secondary education and predicted that further increases were likely. In the intervening years, however, overall levels of enrolment at Canadian post-secondary institutions have declined (Statistics Canada 1997). Statistics Canada figures for the 97/98 academic year indicate that approximately 1.3 million students were enrolled (full-time and part-time) at post-secondary institutions throughout Canada. If 7 percent of the total student population is potentially comprised of students with disabilities, this yields a total population of approximately 96,000

for the 97/98 academic year.

HALS data is now eight years old and this poses limitations on its continuing usefulness. Still other limitations are posed by the way the HALS data was gathered and compiled. For instance, breakdowns of the population by types of physical disabilities is provided: thus some attempt was made to measure how many people in Canada have mobility, agility, visual, hearing and speech impairments. Those with learning disabilities, mental health conditions and certain other medical conditions, however, are not separately counted but are combined under the heading "other", making it difficult to determine the level and extent of these kinds of disabilities within the general population. Moreover, there are no breakdowns provided that would allow comparison of the incidence of different types of disabilities among those who were enrolled in post-secondary education programs. In other words, there is little national statistical evidence to examine in determining how specific types of disabilities may affect the decision to pursue post-secondary education.

Statistics Canada did report that increases in the overall population with disabilities between 1986 and 1991 could be attributed to changes in their own survey methods which resulted in "a more comprehensive enumeration" of those with learning disabilities and mental health conditions. They went on to note that "an increased awareness of disability in society" may have led to a greater willingness on the part of Canadians to report their limitations. Thus changes in the attitudes of society at large may lead to a greater willingness to report a disability of any kind and, in particular, learning disabilities and mental health conditions.

We would also argue that changes in attitudes over the last eight years have affected the rates of representation of people with disabilities at the post-secondary level. In particular, those with learning disabilities, mental health disabilities and medical conditions may have shown an increased willingness to identify themselves to their institutions. Changes in attitude within the post-secondary environment have also led to greater attempts to include and provide for the needs of students with disabilities and this has also undoubtedly affected overall levels of representation of such students at the post-secondary level.

B. Post-secondary Institutions in Canada

Regional distribution of institutions, their size and type (and the inter-relationship of these factors) are all important elements in the consideration of accessibility at the post-secondary level. Students with disabilities in all provinces and territories should have access to the wide range of institutions (and the range of academic choices they represent) at the post-secondary level in Canada. But the choices confronting students vary from one province to the next.

Some rough indication of regional differences may be gathered from examining the distribution of post-secondary institutions and full-time students throughout Canada. The most recently published official estimates (Statistics Canada 1997) indicate that there were 293 post-secondary community colleges and universities operating in Canada in 1996. Of these institutions, 216 were community colleges (this number includes Cégeps, university-colleges

and technical institutes but does not include "trade-level" educators), while 77 were universities. Although community colleges are more numerous, the bulk of the post-secondary student population was registered at the university level. Some 60% of all full-time students at the post-secondary level in 1996 were registered at a university. One obvious inference that may be drawn from this is that universities are likely to be larger in terms of their full-time student population than community colleges. While this is generally true, there are also other factors affecting the distribution of students.

Jurisdictional figures reveal an uneven distribution of post-secondary institutions in terms of the numbers of full-time students served across provinces and territories. Thus, for example, 24 institutions in Nova Scotia -- roughly 8% of the total number of institutions in Canada -- served 32,687 students, or roughly 3% of the total full-time student population in that year. Two community college institutions located in the Territories served 861 students in 1996. While these two institutions represent .6% of the total number of institutions, the number of students represents approximately .09% of all full-time students at the post-secondary level.

Clearly regional concentrations of population and historical developments affect the distribution of students across institutions and provinces. The most marked difference exists in Quebec where 90 college-level institutions (largely CEGEPs) served a full-time student population of 171,997 students. That is, roughly 30% of all post-secondary institutions in Canada served 18% of the full-time post-secondary student population. Here the difference can be attributed to the development of a unique system for the delivery of education.

Students registered at the college level in Quebec in 1996 represented about 45% of all full-time college-level students in Canada. Those enrolled at colleges in Quebec may pursue career-based programs as they do in colleges in other provinces, or they may pursue a program of preparation for university entry. While the latter is not an entirely unlikely outcome of the pursuit of college studies in other provinces, most of the students in other provinces enter universities after completing high school studies. A program of high school studies of shorter duration in Quebec is combined with one- or two-year programs at the college level and Quebec students generally enter university after completing some college studies. Thus, in Quebec, more full-time students were registered at the college level than at the university level. This relationship was reversed in all the other provinces where more students attend universities than attend community colleges.

Many of the universities in Canada are located in Ontario -- 21 of the 77 universities or 27% -- and these served a large portion of the university-level population in 1996. Roughly 40% of all full-time university-level students attended an institution in Ontario. Among the 21 institutions, most (11) had student populations in excess of 10,000. In other words the bulk of full-time university students in Ontario were attending institutions that, in the Canadian context, would be classified as large. This was also true of university students in Quebec, Alberta and British Columbia. Half of all colleges in Canada in 1996, on the other hand, served full-time student populations of less than 1,000 students (115 of the 216 college-level institutions in Canada).

The size, type and location of an institution will have some impact on the kinds of resources it can provide to students with disabilities. The decision to remain in one's province, city or town of residence will affect the range of choices available to a student. Often such decisions are conditioned by factors over which students with disabilities in particular have little control: financial resources; the portability of certain types of funding; and the availability of community and family support. At the very least, students with disabilities need to be aware of the consequences of such decisions.

C. Practices of Accessibility

Creating accessibility at the post-secondary level for students with disabilities is an ongoing process. Post-secondary institutions in Canada have been engaged in this process for a number of years. Much of the effort of creating accessibility at the post-secondary level has been undertaken by institutions in the absence of legislated or juridically enforced orders. The Canadian Charter of Rights and Freedoms and the various provincial charters prohibit discrimination on the basis of disability, and post-secondary institutions have been mindful of the obligation to create an accessible environment dictated by these charters. Challenges have, however, recently been launched under the Charter in British Columbia. As students gain greater awareness and confidence, this process will likely intensify and may result in the need for more formalized commitments on the part of institutions.

Currently, the extent and nature of services, accommodations and policies for post-secondary students with disabilities varies from one institution to the next. Because the nature of access is not guaranteed in legislation (or in provincial policy for the most part), institutions that are increasingly under financial pressure can choose to impose limitations on their commitments to accessibility. Funding cuts in the 1990s and consequent increases in tuition levels in many provinces have, to some extent, undercut the notion of commitment to universal access to post-secondary education in Canada. It is thus all the more important at this juncture to specify what practices underpin accessibility for students with disabilities and to assess their worth.

Guaranteeing accessibility means providing a barrier-free physical environment and supportive learning environment. Most basically, a barrier-free physical environment includes accommodations and modifications that allow students with different types of physical disabilities to access their classes and other facilities necessary to successfully complete research and study. No aspect of institutional life should, however, be inaccessible to students with disabilities. Accessibility in those institutions that provide students with the opportunity to eat, to purchase books or to live on campus, for example, includes the necessity to provide accommodations and modifications to the physical environment in these areas. Physical accessibility also includes access to the equipment that allows students with different types of disabilities: 1) to read and communicate effectively; and 2) to gain full access to the academic materials and opportunities made available to all students.

Services and accommodations that support the learning process are equally important. These

supports include outreach activities and assistance prior to the point of acceptance and registration, as well as the provision of learning assistance throughout the duration of a student's stay. Learning assistance includes human support (in the form of note takers and tutors for example), the provision of academic materials in appropriate alternative format, and other services that enhance students' abilities to succeed in course work. For some students, learning assistance can also mean modifications -- to programs, course work or the standard processes of evaluation -- that take into account the effects disability may have on a student's ability to perform to his or her full potential.

Support, broadly understood, must also include the factors that shape institutional consciousness of disability and its ramifications. A supportive learning environment includes but is not limited to programs that support instructors and ease the process of communication between student and instructor, programs that involve or educate the wider campus community, and the development of policies and articulation of commitments on the part of administration. Post-secondary institutions are not autonomous, so a supportive learning environment also necessitates links with the community at large, with other institutions and with agencies that support the work of creating accessibility.

This project focuses on understanding how the barrier-free physical environment and the supportive learning environment that students with disabilities need can be achieved in post-secondary institutions. While we have some awareness of the services, accommodations and policies that may be necessary to meet this objective, we focus in this project on the evaluation of those features. What works well? What features are critically important? We turn to students and service providers for the answers.

In understanding how an accessible post-secondary environment may be created, we also feel it is important to examine how regional variations, size and type of institution may affect the ability to serve students with disabilities. We also recognize that students with disabilities is not a uniform category. Many different kinds of needs exist and institutions may be better at accommodating some than others. Our recommendations will attempt to focus on what is being done, what can be done better, and how the varied needs of students with disabilities can be accommodated within widely varying institutional contexts.

Chapter One: Institutional Practices of Accessibility

Institutional respondents were asked a series of questions regarding key features of the institution: province, type of institution, sizes of student populations (part-time, full-time; total enrollment, students with disabilities served), source of budgets and staffing of service delivery units, types of disabilities accommodated, hours of operation, and planned accessibility program and policy modifications. This chapter reviews the primary findings from the responses to these questions, and provides comparisons of responses across provinces, size of student populations, the presence of a service delivery unit, type of institution and model of service delivery.

The review combines findings from both numerically-coded and open-ended responses. In most cases, caution should be taken in interpreting differences in percentages, since the sample sizes are often very small (e.g. only two institutions in Nova Scotia responded). Moreover, no institutions from Prince Edward Island, the Yukon or Northwest Territories responded to the survey. On the other hand, a number of notable differences can be observed across certain categories. For instance, it seems a consistent pattern that larger institutions tend to report more inclusive and comprehensive services.

A. Student Populations

The responses from 70 institutions represented a broad range of student population sizes. The smallest estimated full-time student enrollment as of September 1997 was 200, and the largest was 50000. The mean estimated full-time student population for 66 of the 70 institutions (4 did not respond to this question) was 7505. The smallest estimated part-time student population for 53 of the 70 institutions (17 did not respond) was 10, and the largest was 60000 (the mean was 5459 part-time students).

It should be noted that the estimates of numbers of students with disabilities do not represent the total number of students with disabilities served at any given institution, since only those who identify themselves to a service office or administrative unit are known by the institution. Not all students with disabilities choose to identify themselves in this way (see Appendix One). Estimates of full and part-time overall student enrollments, on the other hand, are likely based on recorded enrollment figures. Estimates of full-time students with disabilities served ranged from 0 to 1200 (the mean was 163 full-time students with disabilities). The estimated numbers of part-time students with disabilities served ranged from 0 to 390 (the mean was 44 part-time students with disabilities).

For the purposes of cross-tabulation, the reported estimated student population sizes were grouped into categories with roughly equal numbers of institutions. The estimated full-time student populations were grouped into sizes of 200-2499, 2500-9999 and 10000-50000. The estimated part-time student populations were grouped into sizes of 10-499, 500-2499, 2500-4999 and 5000-60000. The full-time students with disabilities populations were grouped into sizes of 0 - 9, 10 - 99, 100 - 199 and 200 - 1200, and the part-time students with disabilities

populations were grouped into sizes of 0 - 9, 10 - 49 and 50 - 400. The sizes were then compared across provinces, the presence of a service delivery unit, type of institution and model of service delivery.

Table 1.1 Estimates of Numbers and Percentages of Full-Time Students (grouped) by Province.*

Province	Full-Time Students (grouped)		
	200-2499	2500-9999	10000-50000
Newfoundland			100% (1/1)
Nova Scotia	50% (1/2)	50% (1/2)	
New Brunswick	100% (2/2)		
Quebec	45.5% (10/22)	36.4% (8/22)	18.2% (4/22)
Ontario	6.7% (1/15)	60.0% (9/15)	33.3% (5/15)
Manitoba	66.7% (2/3)		33.3% (1/3)
Saskatchewan	66.7% (2/3)	33.3% (1/3)	
Alberta	44.4% (4/9)	22.2% (2/9)	33.3% (3/9)
British Columbia	33.3% (3/9)	33.3% (3/9)	33.3% (3/9)

* Calculated from service provider responses (n=70).

Table 1.1 shows that the distribution of full-time student population sizes (grouped), among the 70 institutions that responded to the survey, are fairly consistent across provinces. (The pattern is similar for part-time student populations.) One clear difference is that the percentage of institutions with smaller (200-2499) full-time student populations is lower in Ontario than in other provinces. For instance, while 10/22 (45.5%) institutions in Quebec reported full-time student populations of between 200 and 2499, only 1/15 (6.7%) institutions in Ontario reported this size of full-time student populations.

As shown in Table 1.2, institutions in Ontario were also more likely to report larger populations of students with disabilities. For example, while 11/13 (68.8%) institutions in Ontario reported serving full-time students with disabilities populations of between 200 and 1200, only 1/21 (4.8%) institutions in Quebec and none of the institutions in B.C. reported full-time students with disabilities populations of between 200 and 1200. Thus, institutions in Ontario tended to have larger student populations overall and served larger populations of students with disabilities. Respondents from institutions in Quebec were most numerous, reflecting to some extent the greater number of post-secondary institutions in the province (see Introduction). Student populations and the population of students with disabilities served at most institutions in Quebec were smaller than in other provinces.

Table 1.2 Estimated Numbers and Percentages of Full-Time Students with Disabilities Served (grouped) by Province, for All Institutions.*

Province	Full-Time Students with Disabilities (grouped)			
	0-9	10-99	100-199	200-1200
Newfoundland		100% (1/1)		
Nova Scotia		50% (1/2)	50% (1/2)	
New Brunswick	50% (1/2)	50% (1/2)		
Quebec	61.9% (13/21)	23.8% (5/21)	9.5% (2/21)	4.8% (1/21)
Ontario			31.6% (5/13)	68.8% (11/13)
Manitoba	33.3% (1/3)	33.3% (1/3)		33.3% (1/3)
Saskatchewan	25.0% (1/4)	50.0% (2/2)		25.0% (1/4)
Alberta	14.3% (1/7)	42.9% (3/7)	14.3% (1/7)	28.6% (2/7)
British Columbia		55.6% (5/9)	44.4% (4/9)	

* Calculated from service provider responses (n=70).

Table 1.3 Estimated Numbers and Percentages of Full-Time Students (grouped) by Type of Institution.*

Full-Time Students	Type of Institution							
	University		College		Cégep		Other	
200-2499	8.7%	2/23	47.6%	10/21	55.6%		10/18	50.0% 2/2
2500-9999	26.1	6/23	38.1	8/21	44.4	8/18	50.0	2/2
10000-50000	65.2	15/23	14.3	3/21				
Total	100%	23/23	100%	21/21	100%		18/18	100% 4/4

* Calculated from service provider responses (n=70).

As shown in Table 1.3, universities were more likely than colleges and Cégeps to report larger full-time student populations. While 15/23 (65.2%) universities reported full-time student populations of between 10000 and 50000, only 3/21 (14.3%) colleges, and no Cégeps reported full-time student populations of between 10000 and 50000. Among those who identified the institutional type as 'other', one respondent indicated that the institution was a trades/vocational institute, while all others were university-colleges. None of these reported large full-time student populations.

Table 1.4 Estimated Numbers and Percentages of Part-Time Students (grouped) by Type of Institution.*

Part-Time Students	Type of Institution							
	University		College		Cégep		Other	
10-499	5.3%	1/19	35.3%	6/17	61.5%		8/13	25.0% 1/4
500-2499	26.3	5/19	23.5	4/17	30.8	4/13	50.0	2/4
2500-4999	26.3	5/19	5.9	1/17	7.7	1/13		
5000-60000	42.1	8/19	35.3	6/17			25.0	1/4
Total	100%	19/19	100%	17/17	100%		13/13	100% 4/4

* Calculated from service provider responses (n=70).

As shown in Table 1.4, universities were also more likely than colleges and Cégeps to report larger part-time student populations. While 8/19 (42.1%) universities reported part-time student populations of between 5000 and 60000, 6/17 (35.3%) colleges and no Cégeps reported part-time student populations of between 5000 and 60000. However, colleges and other types of institutions were somewhat more likely to report large part-time student populations than they were to report large full-time populations.

Table 1.5 Estimated Numbers and Percentages of Full-Time Students with Disabilities Served (grouped) by Type of Institution, for All Institutions.*

Full-Time SWD	Type of Institution			
	University	College	Cégep	Other
0 - 9		15.8% (3/19)	76.5% (13/17)	25.0% (1/4)
10 - 99	32.0% (8/25)	31.6% (6/19)	17.6% (3/17)	50.0% (2/4)
100 - 199	28.0% (7/25)	21.1% (4/19)	5.9% (1/17)	25.0% (1/4)
200 - 1200	40.0% (10/25)	31.6% (6/19)		

* Calculated from service provider responses (n=70).

As shown in Table 1.5, universities were more likely than colleges and Cégeps to report larger full-time students with disabilities populations. While 10/25 (40.0%) universities reported serving full-time SWD populations of between 200 and 1200, 6/19 (31.6%) colleges and no Cégeps reported serving full-time SWD populations of between 200 and 1200.

It is noteworthy that although the majority of universities reported general student enrollments of between 10000 and 50000 (65.2%), a smaller proportion of universities served full-time SWD

populations of between 200 and 1200 (40.0%). Colleges, on the other hand, tended to report smaller full-time student populations and only 14.3% of respondents indicated a total of between 10000 and 50000. However, 31.6% of colleges responding indicated they served large full-time SWD populations of between 200 and 1200.

Table 1.6 Estimated Numbers and Percentages of Institutions With and Without at least One Separate Unit for Students with Disabilities by Full-Time Students (grouped).*

Full-Time Students	Separate Unit for Students with Disabilities			
	Yes		No	
200-2499	16.2%	6/37	57.7%	15/26
2500-9999	37.9	14/37	38.5	10/26
10000-50000	45.9	17/37	3.8	1/26
Total	100%	37/37	100%	26/26

* Calculated from service provider responses (n=70).

As shown in Table 1.6, those institutions that reported having at least one separate unit that provided services for students with disabilities were more likely to report larger full-time student populations. A small percentage of institutions with full-time populations of between 200 and 2499 reported having a separate unit for SWD 16/37, 16.2% of all those with a separate unit, while 17/37 (45.9%) institutions that reported having a separate unit with services for SWD reported full-time student populations of between 10000 and 50000. A similar pattern was found with respect to part-time student populations.

Table 1.7 Numbers and Percentages of Institutions (Without a Separate Unit for SWD Only) With and Without a Separate Unit for Both SWD and Other Students by Full-Time Students (grouped).*

Full-Time Students	Separate Unit for SWD and Other Students			
	Yes		No	
200-2499	52.9%	9/17	66.7%	8/12
2500-9999	29.5	5/17	44.4	4/12
10000-50000	17.6	3/17		

* Calculated from service provider responses (n=70).

Among those institutions that reported they did not have a separate unit providing services for

students with disabilities, 17 reported that they provided services to students with and without disabilities through a separate student service unit. As shown in Table 1.7, institutions that reported having a separate unit for services for both SWD and other students were less likely to report larger full-time student populations. Similarly, among those with no separate unit for student services, none reported large full-time student populations.

Thus the existence of a separate service unit providing facilities, equipment and services to students with disabilities is strongly conditioned by the size of the institution. While a small number of schools with total full-time populations of between 200-2499 have a separate service unit for students with disabilities, most provide services to students with disabilities through some other mechanism.

Table 1.8 Numbers and Percentages of Institutions With and Without a Separate Unit for SWD Only by Full-Time Students with Disabilities Served (grouped) for All Institutions.*

Full-Time SWD	Separate Unit for Students with Disabilities	
	Yes	No
0 - 9	2.6% (1/39)	56.5% (13/23)
10 - 99	30.8% (12/39)	30.4% (7/23)
100 - 199	28.2% (11/39)	8.7% (2/23)
200 - 1200	38.5% (15/39)	4.3% (1/23)
Total	100% 39/39	100% 26/26

* Calculated from service provider responses (n=70).

Table 1.8 shows that institutions that reported having a separate unit for services for SWD were more likely to estimate larger populations of SWD served. While 15/39 (38.5%) institutions that reported having a separate unit for services for SWD estimated serving a full-time SWD population between 200 and 1200, only 1/23 (4.3%) institutions that reported not having a separate unit for services only for SWD estimated full-time SWD populations at between 200 and 1200. While 1/39 (2.6%) institutions that reported having a separate unit for services for SWD estimated full-time SWD served at between 0 and 9, 13/23 (56.5%) institutions that reported not having a separate unit for services for SWD estimated serving full-time SWD populations of between 0 and 9.

Table 1.9 Numbers and Percentages of Institutions (Without a Separate Unit for SWD Only) With and Without a Separate Unit for Both SWD and Other Students by Full-Time Students with Disabilities Served (grouped).*

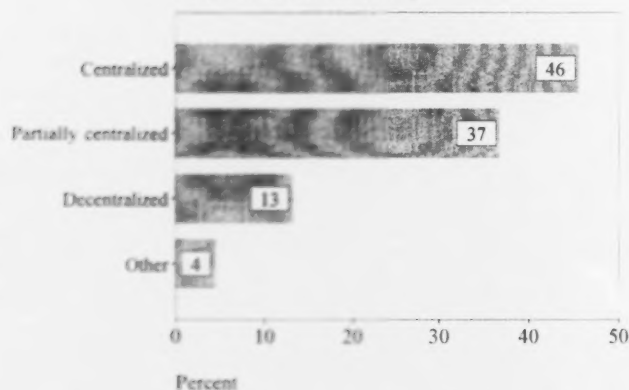
Full-Time SWD	Separate Unit for SWD and Other Students	
	Yes	No
0 - 9	37.5% (6/16)	90.9% (10/11)
10 - 99	37.5% (6/16)	9.1% (1/11)
100 - 199	6.3% (1/16)	
200 - 1200	18.8% (3/16)	

* Calculated from service provider responses (n=70).

A similarly large proportion of schools reporting that they did not have a separate unit for SWD as well as other students, were also less likely to report larger full-time SWD populations (see Table 1.9). While 3/16 (18.8%) institutions that reported having a separate unit for services for both SWD and other students also estimated serving a full-time SWD population of between 200 and 1200, no institutions that reported not having a separate unit for SWD as well as other students estimated a full-time SWD population of between 200 and 1200.

B. Model of Service Delivery

Chart 1.1 Percentage of Service Providers by Model of Service Delivery *



* Based on the 18 institutions that reported a model of service delivery

Institutions were asked to indicate the model of service delivery for students with disabilities at their educational institution (see chart 1.1). Of the 68 institutions that responded to the question, 31 (46%) reported a centralized model of service delivery, 25 (37%) reported a partially centralized model of service delivery, 9 (13%) reported a decentralized model of service delivery, and 3 (4%) reported some other model of service delivery.

Differences were observed in the sizes of full-time student populations across model of service delivery - those institutions that reported a centralized or partially centralized model of service delivery were less likely to report smaller student populations. For instance, of the 30 institutions that reported a centralized model of service delivery, 12 (40.0%) reported full-time student populations of between 200 and 2499. On the other hand, of the 9 institutions that reported a decentralized model of service delivery, 8 (88.9%) reported full-time student populations of between 200 and 2499. None of the institutions that reported full-time student populations of between 10000 and 50000 reported a decentralized model of service delivery. Similar patterns were observed with respect to the size of part-time populations and numbers of students with disabilities served.

Overall, as shown in Table 1.10, institutions that reported having a centralized model of service delivery were less likely than those that reported a partially centralized model of service delivery to estimate a larger full-time SWD population. While 6/29 (20.7%) institutions that reported a centralized model of service delivery estimated serving a full-time SWD population of between 200 and 1200, 8/24 (33.3%) institutions that reported a partially centralized model of service delivery estimated serving a full-time SWD population between 200 and 1200. None of those institutions that reported a decentralized model of service delivery reported serving a full-time SWD population of between 200 and 1200.

Table 1.10 Numbers and Percentages of Institutions for Model of Service Delivery Type by Full-Time Students with Disabilities Served (grouped).*

	Model of Service Delivery		
	Centralized	Partially Centralized	Decentralized
Full-Time SWD			
0 - 9	24.1% (7/29)	8.3% (2/24)	85.7% (6/7)
10 - 99	34.5% (10/29)	29.2% (7/24)	14.3% (1/7)
100 - 199	20.7% (6/29)	29.2% (7/24)	
200 - 1200	20.7% (6/29)	33.3% (8/24)	
Total	100% 29/29	100% 24/24	100% (7/7)

* Calculated from service provider responses (n=70).

As shown in Table 1.11, this pattern is similar to that of part-time SWD populations. While 5/14 (35.7%) institutions that reported a centralized model of service delivery estimated serving a part-time SWD population between 50 and 400, 6/13 (46.2%) institutions that reported a partially centralized model of service delivery estimated serving a part-time SWD population between 50 and 400. None of those institutions that reported a decentralized model of service delivery reported a part-time SWD population of between 50 and 400.

Table 1.11 Numbers and Percentages of Institutions for Model of Service Delivery Type by Number of Part-Time Students with Disabilities Served (grouped).*

Part-Time SWD	Model of Service Delivery		
	Centralized	Partially Centralized	Decentralized
0 - 9	28.6% (4/14)	15.4% (2/13)	50.0% (2/4)
10 - 49	35.7% (5/14)	38.5% (5/13)	50.0% (2/4)
50 - 400	35.7% (5/14)	46.2% (6/13)	
Total	100% 14/14	100% 13/13	100% (4/4)

* Calculated from service provider responses (n=70).

Institutions were also asked to describe the model of service delivery for students with disabilities at their educational institution (see Appendix Two). Among those who indicated some other model of service delivery, two emphasized that their office coordinated rather than administered services:

☞ (Other) [The Centre] coordinates on-campus services for students with disabilities and those with short-term injuries/illnesses by working in partnership with university departments and disability-related community agencies. *University, Atlantic Canada*

☞ (Other) Services offered through various offices; some degree of coordination, but no central budget authority or funding. *University, MB*

One institution reported that they were attempting to change their model of service delivery:

☞ (Partially Centralized) Working to decentralize; i.e. Plant and Facilities issues should be dealt with directly by the Plant and Facilities office with our service as a resource. Financial aid decentralized. *College, Quebec*

C. Service Delivery Units

Institutional service providers were first asked if they provided ANY special facilities, equipment, policies or services for students with disabilities. If they responded YES, service providers were asked if they had a separate unit or units (eg. office or centre) that *ONLY provided special facilities, equipment or services for students with disabilities*. If NO, they were asked if they had a separate unit that provided services for SWD as well as other students. If they responded YES to having either a separate unit *ONLY* for SWD or a separate unit for SWD as well as other students, they were asked to give the title of the unit and to briefly describe its mandate.

Of the 70 institutions surveyed, 4 (5.2%) reported that they did not provide ANY special facilities, equipment, policies or services for students with disabilities. Of the 66 (94.3% of respondents) institutions that reported that they provided ANY special facilities, equipment, policies or services for SWD, 38/66 (57.6%) reported that they had a separate unit *ONLY* for SWD. Of those institutions that reported that they did NOT have a separate unit *ONLY* for SWD, 19/66 (27.1%) reported that they had a separate unit for SWD as well as other students. Thus, 9/66 (15.4%) offer services on an ad hoc basis or through some other administrative mechanism.

In providing the title and mandate of separate units *ONLY* for SWD, institutional respondents described a variety of specialized mandates and service provision practices (see Appendix Two). For instance a university in Saskatchewan described the equal access mandate of their Services for Students with Disabilities:

☞ Services for Students with Disabilities mission is to advocate for, and create, an accessible and welcoming campus, so that students with disabilities have equal opportunities to experience full, productive and successful academic lives. All types of students can register at the office - learning disabilities, ADD/HD, mobility impairments, hearing impairments, visual impairments, chronic illnesses and psychological disorders. *University, SK*

A college in Ontario provided their official policy statement regarding the mandate of their Disability Services Office, a separate unit providing services *ONLY* for SWD:

☞ Disability Services Office. [policy statement] Consistent with the provisions of the Ontario Human Rights Code and Canadian Charter of Human Rights and Freedoms, [The College] is committed to equal opportunity for students with disabilities. We acknowledge the unique requirements of individuals with disabilities and recognize the obligation to provide equal access to educational services, programs and facilities. To facilitate access, we endeavour to maximize the opportunities for special needs students in college programs, and in so doing, assist the student to meet the academic standards set out by [The College]. *College, Ontario*

On the other hand, another college in Ontario reported a separate unit that provided service for all students, and which had specialized services for SWD:

✎ Student Services includes special needs services, counselling, peer services and career centre. *College, Ontario*

Several institutions described in greater detail the services offered by a separate service unit that provided services ONLY for SWD. For example, a college in Saskatchewan and a university in Alberta described:

✎ The Learning Assistance Centre ('Room for Improvement') provides services for students on a drop-in basis. The centre provides accommodation services for students from [The College] Education Equity Group. These services include: tutoring on specific course content; remedial interventions for specific learning disabilities; developing organizational skills; arranging test accommodations - readers and scribes, quiet settings; general information in reading and math skills. The LAC houses cutting-edge assistive devices for those with learning and sensory impairments: Kurzweil Scanner; Kurzweil Voice; Dec-Talk Speech Synthesis; Zoomtext magnification; IBM Screen Reader; Braille Labeler; SARAW; Tape Materials; Accessible Word Processors. *College, SK*

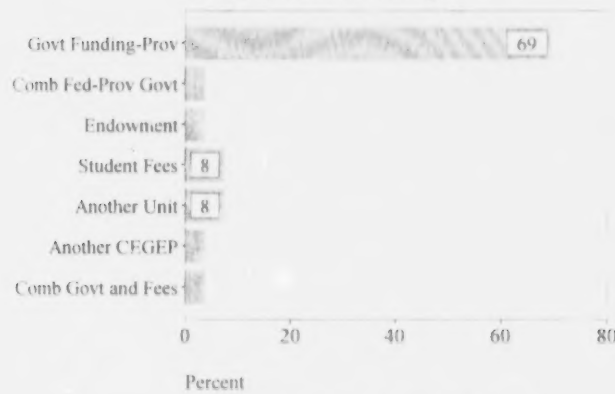
✎ The Disability Resource Centre - mandate - to facilitate an accessible learning environment. Services include: campus accessibility, information and advocacy; academic accommodation letters, adaptive technology support; assistive services coordination; faculty prospective; student information; volunteer assistance. DRC also supports all students who provide documentation of disability i.e. cross-disability. *University, AB*

D. Service Delivery Unit Budgets

Institutional respondents were also asked to describe the source of the budgets of their separate service delivery units. They were asked first if the separate units (specifying first, second and third units) received their own operating budgets from the institution, and, if not, where they received their budgets. Of the 55 institutions that reported the source of the first service delivery unit's budget, 39 (70.9%) reported that the unit received its own operating budget from the institution. 13 (68.4%) of the 19 that reported the budget source for a second service delivery unit reported that the unit received its own operating budget from the institution, and 6 (75.0%) of the 8 that reported the budget source for a third service delivery unit reported that the unit received its own operating budget from the institution.

If the first, second or third unit did not receive its budget from the university, institutions were asked to identify the sources of the unit's budget (see Appendix Two).

Chart 1.2 Percentage of Service Providers by
Source of Outside Funding *



* Based on the 26 institutions that reported outside funding

By far the most commonly reported non-university budget source was provincial government funding (see chart 1.2). Therefore, 18/26 (69%) institutions that reported an outside funding source for a separate service delivery unit reported provincial government funding. On the other hand, 1/26 (4%) reported funding from combined federal-provincial, government and student fee sources.

Differences were found in the presence and funding of a separate service delivery unit across provinces, type of institution, student population size, and model of service delivery. For instance, some differences were observed in terms of whether or not an institution reported having a unit for special services for SWD that received its own operating budget across the provinces. While 8/13 (61.5%) institutions in Quebec reported having a unit that received its own operating budget, 8/15 (53.3%) institutions in Ontario reported such a unit. On the other hand, while 8/9 (88.9%) institutions in Alberta reported having a unit that received its own operating budget, 8/10 (80.0%) institutions in British Columbia reported having a unit for special services for SWD that received its own operating budget.

Of those institutions that reported having a separate unit that offers specialized services for SWD only (54 institutions), there were no difference between universities and community colleges in whether or not the unit received its own operating budget. While 19/24 (79.2%) universities reported that the unit received its own operating budget, 15/19 (78.9%) community colleges reported that the unit received its own operating budget. On the other hand, only 4/9 (44.4%) Cégeps that reported having a separate unit that offers specialized services for SWD only also reported that the unit received its own operating budget.

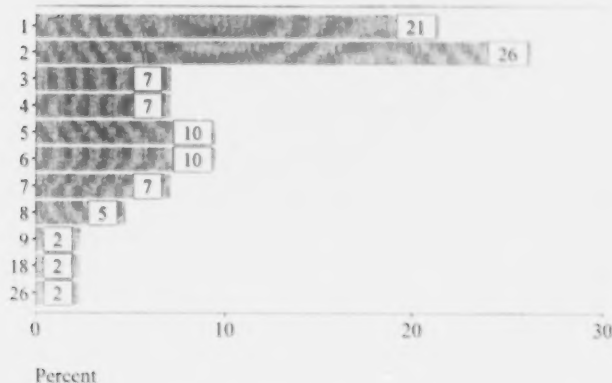
It was also found that the larger institutions were more likely to report having a unit for SWD that received its own separate budget. While 10/15 (66.7%) institutions that reported a full-time student population size of between 200 and 2499 reported having a unit with a separate budget, 10/18 (55.6%) institutions that reported a full-time student population size of between 2500 and 9999, and 15/18 (83.3%) institutions that reported a full-time student population size of between 10000 and 50000 reported having a unit with a separate budget. Similar patterns are found across size of reported part-time student populations.

Only a small difference was found between whether or not an institution reported having a unit that received its own operating budget across model of service delivery type. While 18/28 (64.3%) institutions that reported having a centralized model of service delivery also reported having a unit for SWD with a separate budget, 15/21 (71.4%) institutions that reported having a partially centralized model of service delivery, and 3/3 (100.0%) reporting a decentralized model of service delivery also reported having a unit for SWD with a separate budget.

E. Service Delivery Unit Staffing

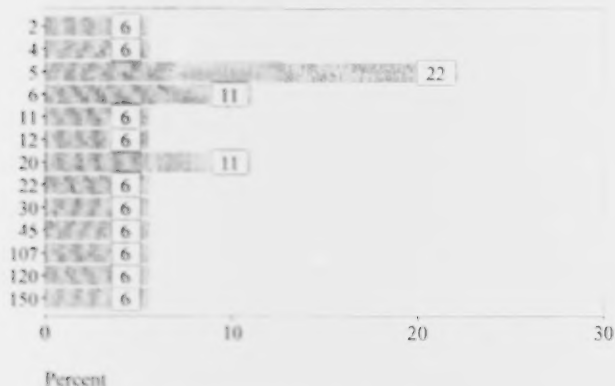
Institutional respondents were asked to report the full and part-time staffing levels of service delivery units. Of the 42 institutions that reported full-time staff, 9/70 (21%) reported one full-time staff member, and 11/70 (26%) reported two full-time staff members. The most full-time staff reported in a service delivery unit was 26 (see chart 1.3). On average, 42 institutions reported 4.4 full-time staff in the first separate service delivery unit. As well, 13 institutions reported, on average, 2.5 full-time staff in the second separate service delivery unit.

Chart 1.3 Percentage of Service Providers by Number of Full-Time Staff in (1st) Service Delivery Unit *



* Based on the 68 institutions that reported a first service delivery unit

Chart 1.4 Percentage of Service Providers by Number of Casual Staff in (1st) Service Delivery Unit *



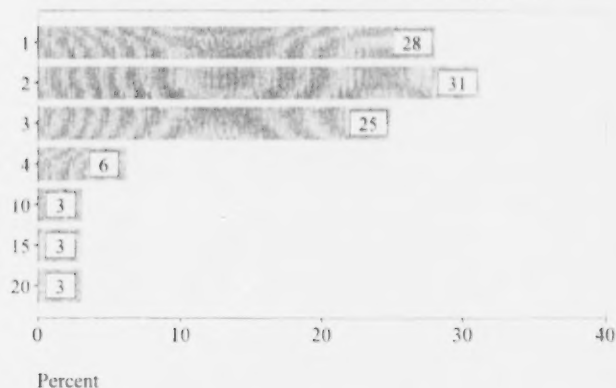
* Based on the 18 institutions that reported casual staff

Institutions were also asked to report the use of casual staff (eg. hourly tutors) in the separate service delivery unit. The most often reported number of casual staff was 5 - ie. 4/18 (22%) institutions that reported using casual staff in a separate service delivery unit, reported using 5 casual staff members. The highest number of reported casual staff was 150 (see chart 1.4). The average number reported by the 18 institutions was 31.9 casual staff members.

Institutions were also asked to report the use of casual part-time staff in the separate service delivery unit. The most often reported number of casual part-time staff was 2 - ie. 10/32 (31%) institutions reported using 2 casual part-time staff members. The highest number of reported casual part-time staff was 20. (see chart 1.5). The average number of part-time casual staff was 3.3.

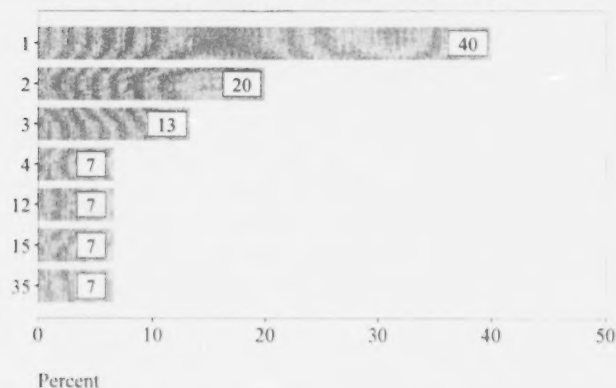
Institutions also reported on the numbers of regular part-time staff in the separate service delivery unit. Of the 15 institutions that reported regular part-time staff, 6 (40%) reported using one regular part-time staff member. The highest reported number of regular part-time staff was 35 (see chart 1.6). The average number of regular part-time staff among those institutions that reported regular part-time staff was 5.6.

Chart 1.5 Percentage of Service Providers by Number of
Casual Part-Time Staff in (1st) Service Delivery Unit *



* Based on the 32 institutions that reported casual part-time staff

Chart 1.6 Percentage of Service Providers by Number of
Regular Part-Time Staff in (1st) Service Delivery Unit *



* Based on the 15 institutions that reported regular part-time staff

F. Volunteers

Institutions were asked to report whether their service delivery units coordinated the work of volunteers, and if there were any particular programs or services for which the assistance of volunteers was sought. Some institutions had more than one service delivery unit coordinating the work of volunteers. Of the 53 institutions that reported having a separate service delivery

unit (first unit reported), 29 (54.7%) reported that the first unit also coordinated the work of volunteers. Of the 19 institutions that reported having a second service delivery unit, 8 (42.1%) also reported that the unit coordinated the work of volunteers.

In total, 33 separate institutions (or 47.1% of all respondents - 33/70) reported that they had at least one particular program or service for which the assistance of volunteers was sought. If respondents reported a unit(s) that coordinated the work of volunteers, institutions were then asked to report the numbers of volunteers that worked under the direction of the unit(s). Of the 35 institutions that reported the number of volunteers, these ranged from 1 to 350 (the average was 37).

Some differences were found in terms of whether an institution reported a service delivery unit that provides services for SWD only or a unit that provides these services as well as others to the general student population. While 25/36 (69.4%) institutions that reported they had a separate unit for SWD only also reported using volunteers in the (first reported) unit, only 4/17 (23.5%) institutions that reported they provided services through a general student services unit also reported using volunteers in the (first reported) unit.

Table 1.12 Numbers and Percentages of Institutions with Particular Programs or Services that Seek the Use of Volunteers by Province.*

Province	Particular Programs or Services that Use Volunteers	
	Yes	No
Newfoundland	100% (1/1)	
Nova Scotia	100% (2/2)	
New Brunswick	100% (1/1)	
Quebec	41.7% (5/12)	53.8% (7/12)
Ontario	86.7% (13/15)	13.3% (2/15)
Manitoba	33.3% (1/3)	66.7% (2/3)
Saskatchewan	66.7% (2/3)	33.3% (1/3)
Alberta	50.0% (4/8)	50.0% (4/8)
British Columbia	40.0% (4/10)	60.0% (6/10)

* Calculated from service provider responses (n=70).

As shown in Table 1.12, some differences were found in terms of the use of volunteers in service delivery units across provinces. The bulk of institutions in Ontario reported using volunteers, (86.7%, 13/15) and in the Maritime provinces all responding institutions reported using volunteers. In the other provinces, the use of volunteers was somewhat less common.

Some differences were found in terms of whether an institution reported the use of volunteers

in a service delivery unit that provides services for SWD across type of institution. Universities and university-colleges (among those listing themselves as other) were more likely to use volunteers. While 17/24 (70.8%) universities reported that they used volunteers in the (first reported) service delivery unit, 7/17 (41.2%) community colleges, 2/8 (25.0%) Cégeps and 3/4 (75.0%) other types of institutions reported that they used volunteers in the (first reported) service delivery unit.

Differences were also found in terms of whether or not an institution reported the use of volunteers in a service delivery unit that provides services for SWD across size of full-time student population. While 4/15 (26.7%) institutions that reported full-time student populations of between 200 and 2499 reported using volunteers in the (first reported) service delivery unit, 9/17 (52.9%) institutions that reported full-time student populations of between 2500 and 9999, and 13/17 (76.5%) institutions that reported full-time student populations of between 10000 and 50000 reported using volunteers in the (first reported) service delivery unit.

Somewhat stronger differences were found in terms of whether or not an institution reported the use of volunteers in a service delivery unit that provides services for SWD across size of the groups of full-time SWD served. While 2/6 (33.3%) institutions that reported serving full-time SWD populations of between 0 and 9 reported using volunteers in the (first reported) service delivery unit, 5/17 (29.4%) institutions that reported serving full-time SWD populations of between 10 and 99, 7/11 (63.6%) institutions that reported serving full-time SWD populations of between 100 and 199, and 14/15 (93.3%) institutions that reported serving full-time SWD populations of between 200 and 1200 reported using volunteers in the (first reported) service delivery unit.

Institutions were then asked to report ANY programs or services for which the assistance of volunteers was sought. Differences were found in terms of whether or not an institution reported any particular programs or services for which the assistance of volunteers is sought across type of institution. While 18/22 (81.8%) universities reported that they had any particular programs or services for which the assistance of volunteers is sought, 9/13 (69.2%) community colleges, 3/7 (42.9%) Cégeps and 3/4 (75.0%) among other types of institutions reported that they had particular programs or services for which the assistance of volunteers was sought.

Differences were found in terms of whether or not an institution reported any particular programs or services for which the assistance of volunteers was sought across whether or not an institution reported having a separate unit ONLY for services for SWD. While 27/33 (81.8%) institutions that reported they had a separate unit only for services for SWD also reported that they had particular programs or services for which the assistance of volunteers was sought, 6/13 (46.2%) institutions that reported they did NOT have a separate unit only for services for SWD reported that they had programs or services for which the assistance of volunteers was sought.

Table 1.13 Numbers and Percentages of Full-Time Students (grouped) by Particular Programs or Services that Seek Volunteers.*

	Particular Programs or Services that Seek Volunteers	
	Yes	No
Full-Time Students		
200-2499	50.0% (5/10)	50.0% (5/10)
2500-9999	86.7% (13/15)	13.3% (2/15)
10000-50000	76.5% (13/17)	23.5% (4/17)

* Calculated from service provider responses (n=70).

Overall, larger institutions tended to report more often that they had particular programs or services that sought the use of volunteers (see Table 1.13). While 5/10 (50.0%) institutions that reported student populations of between 200 and 2499 full-time students reported a particular program or service that sought the use of volunteers, 13/15 (86.7%) institutions that reported between 2500 and 9999 full-time students, and 13/17 (76.5%) institutions that reported between 10000 and 50000 full-time students reported particular programs or services that sought the use of volunteers.

Table 1.14 Numbers and Percentages of Particular Programs or Services that Seek Volunteers by Numbers of Full-Time Students with Disabilities Served (grouped).*

	Full-Time Students with Disabilities (grouped)			
	0-9	10-99	100-199	200-1200
Particular Volunteer Program				
Yes	50.0% (3/6)	72.7% (8/11)	66.7% (8/12)	93.3% (14/15)
No	50.0% (3/6)	27.3% (3/11)	33.3% (4/12)	6.7% (1/15)
Total	100% (6/6)	100% (11/11)	100% (12/12)	100% (15/15)

* Calculated from service provider responses (n=70).

Similarly, as shown in Table 1.14, those institutions that reported serving larger full-time SWD populations tended to report more often that they had particular programs or services that sought the use of volunteers. While 3/6 (50.0%) institutions that reported between 0 and 9 SWD reported that had particular program or service that sought the use of volunteers, 8/11 (72.7%) institutions that reported between 10 and 99 SWD, 8/12 (66.7%) institutions that reported between 100 and 199 SWD, and 14/15 (93.3%) institutions that reported between

200 and 1200 SWD reported that they had particular programs or services that sought the use of volunteers.

Institutions were also asked to list the programs and/or services that sought the use of volunteers (see Appendix Two). Institutions described various services using volunteer work, volunteer training, and ways of recruiting volunteers:

✎ 1) Volunteer students with disabilities speak to other students; 2) occasionally volunteers act as classroom buddies for fire evacuation, to open non-automatic doors; 3) volunteer notetakers; 4) volunteers to assist with computer software/hardware problem. *University, MB*

✎ Volunteers are trained and used as peer tutors for students with L.D. *University, Atlantic Canada*

✎ Service de lecture pour les manuels de classe, pairage occasionnel pour recherche à la bibliothèque ou écrire les réponses aux examens. Maintenant, les services sont de plus en plus payés par le Ministère de l'éducation. *Université, QC*

✎ We ask professors to assist in finding volunteer notetakers (fellow classmates). Each term, there are normally 1 or 2 volunteers interested in tutoring, or reading to blind students. *University, Atlantic Canada*

Thus organized volunteer programs are more common in large institutions and especially in those institutions where the population of SWD served is also large. They are also somewhat more common in universities and in institutions in Ontario and the Maritime provinces.

G. Funding by an Outside Source

Institutional respondents were also asked if they had any services (eg. sign language/oral interpretation) that were funded by an outside source (eg. government). Of the 57 institutions that responded, 50 (87.7%) reported that they offered services that were funded by an outside source.

Only small differences were found in terms of whether or not an institution offered services that were funded by an outside source across type of institution. While 18/22 (81.8%) universities reported that they offered services that were funded by an outside source, 17/19 (89.5%) community colleges, 10/11 (90.9%) Cégeps, and 5/5 (100.0%) among other institutional types (i.e. university-colleges and trades vocational institutes) reported that they offered services that were funded by an outside source.

Table 1.15 Numbers and Percentages of Institutions with Services Funded by an Outside Source by Province.*

Province	Services Funded by an Outside Source	
	Yes	No
Newfoundland		100% (1/1)
Nova Scotia	100.0% (2/2)	
New Brunswick		100% (1/1)
Quebec	93.3% (14/15)	6.7% (1/15)
Ontario	85.7% (12/14)	14.3% (2/14)
Manitoba	66.7% (2/3)	33.3% (1/3)
Saskatchewan	100.0% (3/3)	
Alberta	88.9% (8/9)	11.1% (1/9)
British Columbia	100.0% (9/9)	

* Calculated from service provider responses (n=70).

Similarly, only small differences in whether an institution reported services for SWD that had been funded by an outside source existed across the provinces (see Table 1.15). While 14/15 (93.3%) institutions in Quebec reported that they offered services that were funded by an outside source, 12/14 (85.7%) institutions in Ontario, and 8/9 (88.9%) institutions in Alberta reported that they offered services that were funded by an outside source.

Small differences were also found in terms of whether or not an institution offered services that were funded by an outside source across size of full-time student population (grouped). While 14/17 (82.4%) of institutions reporting full-time student populations of between 200 and 2499 reported that they offered services that were funded by an outside source, 17/20 (85.0%) institutions reporting full-time student populations of between 2500 and 9999, and 16/17 (94.1%) institutions reporting full-time student populations of between 10000 and 50000 reported that they offered services that were funded by an outside source.

Institutions were also asked to describe the source of outside funding (see Appendix Two). These descriptions were mostly of government sources. For example, a number of institutions reported on provincial funding of interpreters:

During 97/98, the federal government through HRDC cost-shared the interpretation costs for a student. The province gives the post-secondary institutes a yearly grant for interpreting costs - the institute is supposed to carry it over if it is not used so the fund will grow. *College, BC*

✂ Interpreters can be billed to Department of Education; also, notetaking, paper, etc for students who are VR-sponsored. If students are not sponsored - the university covers the cost; resources are NOT unlimited. *University, Atlantic Canada*

✂ Allocation pour besoins particuliers versées par le Ministère de l'éducation à chacun des étudiants. Le bureau d'accueil des étudiants handicapés paie les interprètes et les étudiants remboursant le Bureau d'Accueil. *Université, QC*

One college in Alberta also reported on institutional access to SOG funds:

✂ Through the Special Opportunities Grants (SOG) Program, some funds have been directed to the college's Learner Services Department to contract a tutor for a learning disabled student. The SOG program is NEW - I expect that more of this may arise. (Money is normally given to the student but can be given to the institution in certain cases.) *College, AB*

Cégeps in Quebec reported on regionally-based programs in which larger Cégeps provide resources to smaller ones within their region:

✂ Gouvernement du Québec par l'entremise du [Cégep...] qui gère le service pour l'ensemble de la partie OUEST du Québec. *Collège, QC*

✂ Nous sommes rattachés au [Cégep...] et financés par la D.E.C. (Direction des études collégiale). *Cégep, QC*

✂ SAIDE: Service d'aide à l'intégration des élèves. [Cégep...] services financés par le gouvernement. *Cégep, QC*

H. Sharing Facilities/Services

Institutions were also asked to report whether or not they shared any facilities, equipment or services for SWD with other post-secondary institutions. Of the 70 institutions that responded to the survey, 33 (47.1%) reported that they shared facilities, equipment or services for SWD with other post-secondary institutions.

As shown in Table 1.16, some differences were found in terms of whether or not an institution reported sharing facilities or services with other institutions across provinces. While 6/14 (42.9%) institutions in Quebec reported sharing facilities or services with another institution, 3/10 (30.0%) institutions in British Columbia, 2/9 (22.2%) of institutions in Alberta, and only 2/15 (13.3%) institutions in Ontario reported sharing facilities or services with another institution.

Table 1.16 Numbers and Percentages of Institutions that Share Facilities or Services by Province.*

Province	Share Facilities or Services	
	Yes	No
Newfoundland		100% (1/1)
Nova Scotia	50.0% (1/2)	50.0% (1/2)
New Brunswick		100% (1/1)
Quebec	42.9% (6/14)	57.1% (8/14)
Ontario	13.3% (2/15)	86.7% (13/15)
Manitoba	33.3% (1/3)	66.7% (2/3)
Saskatchewan		100% (3/3)
Alberta	22.2% (2/9)	77.8% (7/9)
British Columbia	30.0% (3/10)	70.0% (7/10)

* Calculated from service provider responses (n=70).

Some differences were also found in terms of whether or not an institution reported sharing facilities or services with other institutions across type of institution. Given that larger Cégeps in Quebec are often mandated to provide resources to smaller Cégeps in their region, as might be expected, the sharing of facilities and services was somewhat more common among Cégeps. While 7/24 (29.2%) of universities, 4/19 (21.1%) community colleges, and none of those among 'other' types of institutions reported sharing facilities or services with other institutions, 4/10 (40.0%) Cégeps reported such arrangements.

Differences were also found in terms of whether or not an institution reported sharing facilities or services with other institutions across size of full-time student populations. While 2/16 (12.5%) institutions that reported student populations of between 200 and 2499 full-time students reported sharing facilities or services with other institutions, 6/20 (30.0%) institutions that reported between 2500 and 9999 full-time students, and 6/18 (33.3%) institutions that reported between 10000 and 50000 full-time students reported sharing facilities or services with other institutions.

Similar differences were also found in terms of whether or not an institution reported sharing facilities or services with other institutions across size of full-time SWD populations. While 1/8 (12.5%) institutions that reported between 0 and 9 SWD served reported sharing facilities or services with other institutions, 5/13 (27.8%) institutions that reported between 10 and 99 SWD, 4/13 (30.8%) institutions that reported between 100 and 199 SWD, and 3/15 (20.0%) institutions that reported between 200 and 1200 SWD reported sharing facilities or services with other institutions.

Differences were also found in terms of whether or not an institution reported sharing

facilities or services with other institutions across model of service delivery type. While 6/29 (20.7%) of institutions that reported a centralized model of service delivery also reported sharing facilities or services with other institutions, 8/23 (34.8%) of institutions that reported a partially centralized model of service delivery also reported sharing facilities or services with other institutions.

Institutions were also asked to describe the facilities, services or equipment that were shared with other post-secondary institutions. These descriptions included local, municipal service and equipment-sharing programs (see Appendix Two). For instance:

☞ Interpreters are shared by 3 post-secondary institutions around [the city]. However, these interpreters simply contract out services and work for themselves (self-employed - hourly rate). *College, ON*

☞ We are discussing sharing with [two other schools in the province]. *College, AB*

as well as provincial and regional-based programs:

☞ Adult Services Project coordinates loans of specialized equipment to all BC college institutes e.g. computers. *College, BC*

☞ [The Centre] has provided interpreters, counselling, exam accommodation and assistive devices to students attending other universities. *University, Atlantic Canada*

I. Disability Accommodation

Institutional respondents were asked to report which types of disabilities could be accommodated by their institutions. Of the 70 institutions that responded to the survey, 64 (91.4%) reported that they could accommodate blindness/visual impairment, 63 (90.0%) could accommodate mobility impairment, 66 (94.3%) could accommodate learning disabilities, 53 (75.7%) could accommodate mental health disability, 55 (78.6%) could accommodate deafness/hard of hearing, 56 (80.0%) could accommodate speech impairment, 47 (67.1%) could accommodate medical disability, and 17 (24.3%) reported that they could accommodate some other type of disability (for open-ended descriptions of these, provided by three institutions, see Appendix Two).

Table 1.17 Numbers and Percentages of Institutions that Accommodate Disability Types by Province.*

Province	Disability Type			
	Blind/ Visual	Mobility	Learning	Mental Health
Nfld	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)
Nova Scotia	100% (1/1)	100% (2/3)	100% (2/2)	100% (2/2)
NB	50.0% (1/2)	50.0% (1/2)	50.0% (1/2)	50.0% (1/2)
Quebec	86.4% (19/22)	77.3% (17/24)	86.4% (19/22)	40.9% (9/22)
Ontario	100% (16/16)	100% (16/16)	100% (16/16)	93.8% (15/16)
Manitoba	100% (3/3)	100% (3/3)	100% (3/3)	100% (3/3)
Sask	100% (4/4)	100% (4/4)	100% (4/4)	100% (4/4)
Alberta	77.8% (7/9)	100% (9/9)	100% (9/9)	77.8% (7/9)
BC	100% (11/11)	90.9% (10/11)	100% (11/11)	100% (11/11)

Disability Type cont'd

Province	Disability Type			
	Deaf/Hard of Hearing	Speech	Medical	Other
Nfld	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)
Nova Scotia	100% (2/2)	100% (2/2)	50.0% (1/2)	0% (2/2)
NB	50.0% (1/2)	0% (0/2)	0% (0/2)	0% (0/2)
Quebec	40.9% (9/22)	50.0% (11/22)	18.2% (4/18)	9.1% (2/22)
Ontario	100% (16/16)	100% (16/16)	100% (16/16)	37.5% (6/10)
Manitoba	100% (3/3)	100% (3/3)	100% (3/3)	33.3% (1/3)
Sask	100% (4/4)	100% (4/4)	100% (4/4)	50.0% (2/4)
Alberta	88.9% (8/9)	100% (9/9)	88.9% (8/9)	11.1% (1/9)
BC	100% (11/11)	90.9% (9/10)	90.9% (10/11)	60.0% (3/5)

* Calculated from service provider responses (n=70).

As shown in Table 1.17, a lower proportion of institutions in Quebec and New Brunswick reported that they could accommodate students with each disability than other provinces (note, however, that only two institutions from New Brunswick are included in the sample). For instance, while 16/16 (100%) institutions in Ontario, 11/11 (100%) institutions in BC, and 8/9 (88.9%) institutions in Alberta reported that they could accommodate those who are deaf/hard of hearing, 9/22 (40.9%) institutions in Quebec reported that they could accommodate students with this type of disability.

Similarly, while 16/16 (100%) institutions in Ontario, 10/11 (90.9%) institutions in BC, and 8/9 (88.9%) institutions in Alberta reported that they could accommodate students with medical disabilities, only 4/18 (18.2%) institutions in Quebec reported that they could accommodate students with medical disabilities.

Table 1.18 Numbers and Percentages of Institutions that Accommodate Disability Types by Institution Type.*

Institution Type	Disability Type			
	Blind/ Visual	Mobility	Learning	Mental Health
University	96.0% (24/25)	92.0% (23/25)	96.0% (24/25)	88.0% (22/25)
College	95.5% (21/22)	100.0% (22/22)	100% (22/22)	90.9% (20/22)
Cégep	83.3% (15/18)	72.2% (13/18)	83.3% (15/18)	38.9% (7/18)
Other	80.0% (4/5)	100% (5/5)	100% (5/5)	80.0% (4/5)

Institution Type	Disability Type cont'd			
	Deaf/Hard of Hearing	Speech	Medical	Other
University	92.0% (23/25)	96.0% (24/25)	76.0% (19/25)	20.0% (5/25)
College	95.5% (21/22)	90.9% (20/22)	95.5% (21/22)	31.8% (7/22)
Cégep	33.3% (6/18)	38.9% (7/18)	16.7% (3/18)	11.1% (2/18)
Other	100% (5/5)	100% (5/5)	80.0% (4/5)	60.0% (3/5)

* Calculated from service provider responses (n=70).

On the other hand, as shown in Table 1.18, the differences between disability accommodation at institutions in Quebec and other provinces is due in large part to the different accommodation practices at Cégeps. For instance, while 23/25 (92.0%) universities and 21/22 (95.5%) colleges reported that they could accommodate students who are deaf/hard of hearing, only 6/18 (33.3%) Cégeps reported that they could accommodate students who are deaf/hard of hearing. Cégeps were also less likely to accommodate those with mental health conditions, speech impairments or medical conditions.

Table 1.19 Numbers and Percentages of Institutions that Accommodate Disability Types by Institutions With and Without at least One Separate Unit Only for SWD.*

Disability Type	Separate Unit for SWD	
	Yes	No
Blind/Visual	94.9% (37/39)	92.9% (26/28)
Mobility	94.9% (37/39)	85.7% (24/28)
Learning	94.9% (37/39)	100% (28/28)
Mental health	84.6% (33/39)	67.9% (19/28)
Deaf/Hard of hearing	89.7% (35/39)	71.4% (20/28)
Speech	92.3% (36/39)	71.4% (20/28)
Medical	79.5% (31/39)	57.1% (16/28)
Other	35.8% (14/39)	7.1% (2/26)

* Calculated from service provider responses (n=70).

As shown in Table 1.19, some differences were also found in disability accommodation across whether or not an institution reported having at least one separate unit for services only for SWD. While 31/39 (79.5%) institutions that reported having a separate unit only for services for SWD reported that they could accommodate medical disabilities, 16/28 (57.1%) institutions that reported not having a separate unit for services for SWD only also reported that they could accommodate medical disabilities.

As shown in Table 1.20, institutions reporting larger full-time student populations were more likely to report that they accommodated various disability types. For instance, while 13/24 (54.2%) institutions that reported full-time student populations of between 200 and 2499 also reported that they could accommodate mental health disabilities, 20/24 (83.3%) institutions that reported full-time student populations of between 2500 and 9999, and 16/18 (88.9%) institutions that reported full-time student populations of between 10000 and 50000 also reported that they could accommodate mental health disabilities.

Table 1.20 Numbers and Percentages of Institutions that Accommodate Disability Types by Full-time Student Population (grouped).*

Full-time Student Population	Disability Type			
	Blind/ Visual	Mobility	Learning	Mental Health
200-2499	75.0% (18/24)	75.0% (18/24)	83.3% (20/24)	54.2% (13/24)
2500-9999	100% (24/24)	95.8% (23/24)	100% (24/24)	83.3% (20/24)
10000-50000	100% (18/18)	100% (18/18)	100% (18/18)	88.9% (16/18)

Full-time Student Population	Disability Type cont'd			
	Deaf/Hard of Hearing	Speech	Medical	Other
200-2499	66.7% (16/24)	58.3% (14/24)	58.3% (14/24)	12.5% (3/24)
2500-9999	75.0% (18/24)	83.3% (20/24)	58.3% (14/24)	41.7% (10/24)
10000-50000	94.4% (17/18)	100% (18/18)	83.3% (18/18)	16.7% (3/18)

* Calculated from service provider responses (n=70).

Similarly, as shown in Table 1.21, institutions reporting that they served a larger number of full-time students with disabilities were more likely to report that they could accommodate the various disability types. While 5/17 (29.4%) institutions that reported serving full-time SWD populations of between 0 and 9 also reported that they could accommodate medical disabilities, 10/19 (52.6%) institutions that reported serving full-time SWD populations of between 10 and 99, 12/13 (92.3%) institutions that reported serving full-time SWD populations of between 100 and 199, and 16/16 (100%) institutions that reported serving full-time SWD populations of between 200 and 1200 also reported that they could accommodate medical disabilities.

Table 1.21 Numbers and Percentages of Institutions that Accommodate Disability Types by Numbers of Full-time SWD Served (grouped).*

Full-time SWD Population	Disability Type			
	Blind/ Visual	Mobility	Learning	Mental Health
0-9	76.5% (13/17)	70.6% (12/17)	82.4% (14/17)	35.3% (6/17)
10-99	89.5% (17/19)	89.5% (17/19)	94.7% (18/19)	73.7% (14/19)
100-199	100.0% (13/13)	100% (13/13)	100% (13/13)	92.3% (12/13)
200-1200	100.0% (16/16)	100% (16/16)	100% (16/16)	100% (16/16)
Disability Type cont'd				
Full-time SWD Population	Deaf/Hard of Hearing	Speech	Medical	Other
0-9	41.2% (7/17)	35.3% (6/17)	29.4% (5/17)	5.9% (1/17)
10-99	78.9% (15/19)	89.5% (17/19)	52.6% (10/19)	26.3% (5/19)
100-199	100% (13/13)	100% (13/13)	92.3% (12/13)	30.8% (4/13)
200-1200	100% (16/16)	100% (16/16)	100% (16/16)	37.5% (6/16)

* Calculated from service provider responses (n=70).

Only small differences were also found across models of service delivery (see Table 1.22). For instance, while 18/25 (72.0%) institutions that reported a partially centralized model of service delivery also reported that they could accommodate medical disabilities, 21/31 (67.7%) institutions that reported a centralized model of service delivery, and 5/9 (55.6%) institutions that reported a decentralized model of service delivery also reported that they could accommodate medical disabilities.

Table 1.22 Numbers and Percentages of Institutions that Accommodate Disability Types by Model of Service Delivery.*

	Model of Service Delivery		
	Centralized	Partially Centralized	Decentralized
Part-Time SWD			
Blind/Visual	93.5% (29/31)	92.0% (23/25)	77.8% (7/9)
Mobility	93.5% (29/31)	96.0% (24/25)	66.7% (6/9)
Learning	96.8% (30/31)	96.0% (24/25)	77.8% (7/9)
Mental health	77.4% (24/31)	80.0% (20/25)	55.6% (5/9)
Deaf/Hard of hearing	74.2% (23/31)	92.0% (23/25)	66.7% (6/9)
Speech	83.9% (26/31)	88.0% (22/25)	55.6% (5/9)
Medical	67.7% (21/31)	72.0% (18/25)	55.6% (5/9)
Other	19.4% (6/31)	32.0% (8/25)	11.1% (1/9)

* Calculated from service provider responses (n=70).

J. Disability Documentation Requirements

Institutions were asked if students who requested services were required to provide documentation related to their disability. Of the 70 institutions that responded to the survey, 64 (91.4%) reported that they required disability documentation.

Table 1.23 Numbers and Percentages of Institutions that Require Disability Documentation by Institution Type.*

Institution Type	Require Disability Documentation	
	Yes	No
University	96.0% (24/25)	4.0% (1/25)
College	86.4% (19/22)	13.6% (4/25)
Cégep	88.9% (16/18)	11.1% (2/18)
Other	100% (5/5)	

* Calculated from service provider responses (n=70).

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As shown in Table 1.23, only small differences were found in whether an institution required disability documentation across the types of post-secondary institutions. While 24/25 (96.0%) universities reported that they required disability documentation, 19/22 (86.4%) colleges, and 16/18 (88.9%) of Cégeps reported that they required disability documentation.

Similarly, only small differences were found across whether or not the institution had a separate service delivery unit only for SWD. While 97.4% (38/39) of those institutions that reported having a separate unit only for services for SWD also reported that they required disability documentation, 89.3% (25/28) of those institutions that reported NOT having a separate unit only for services for SWD also reported that they required disability documentation.

Table 1.24 Numbers and Percentages of Institutions that Require and Do Not Require Disability Documentation by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD	Require Disability Documentation	
	Yes	No
0-9	76.5% (13/17)	23.5% (4/17)
10-99	89.5% (17/19)	10.5% (2/19)
100-199	100% (13/13)	
200-1200	100% (16/16)	

* Calculated from service provider responses (n=70).

As shown in Table 1.24, institutions serving larger SWD populations were somewhat more likely to report that they required disability documentation. While 13/17 (76.5%) institutions that reported serving full-time SWD populations of between 0 and 9 also reported that they required disability documentation, 17/19 (89.5%) institutions that reported serving full-time SWD populations of between 10 and 99, 13/13 (100%) institutions that reported serving full-time SWD populations of between 100 and 199, and 16/16 (100%) institutions that reported serving full-time SWD populations of between 200 and 1200 also reported that they required disability documentation.

Some differences were also found across model of service delivery. While 96.8% (30/31) of institutions that reported a centralized model of service delivery also reported that they required disability documentation related to their disability, 96.0% (24/25) of institutions that reported a partially centralized model, 66.7% (6/9) of institutions that reported a decentralized model, and 100% (3/3) of those institutions that reported some other model of service delivery also reported that they required disability documentation related to their disability.

Institutional respondents were also asked to describe the cases in which documentation was

required, and what types of documentation were requested. Overall, institutions reported that documentation was required in most or all cases when a student requests service or accommodation (see Appendix Two). For instance:

✎ Documentation is requested whenever academic accommodations are requested. Documentation is also required to access grants/equipment loans from provincial program. *University, BC*

An Ontario university included a copy of their official policy on disability documentation:

✎ [copy of policy attached] Documentation of the nature of the student's disability will be requested to facilitate the provision of appropriate, comprehensive and individualized accommodations for the student, as well as to provide evidence of the disability from an outside party. The students' physician, psychiatrist or registered psychologist will be asked to identify the diagnosis, etiology, nature of resulting impairments and signature and credentials will appear on the documentation. Such information will be treated as confidential and governed by the policy pertaining to confidential information and the Privacy and Access to Information Act. *University, ON*

Institutions also reported that medical documentation was used to establish the specific accommodation needs of the student:

✎ 1) Documentation is required of all students; 2) a) clinical diagnosis, name of certifying professional, date of testing; b) effect of disability; how the disability affects the student; c) recommendations on how to facilitate student's daily functioning and prognosis (duration of disability); d) any other information student or certifying practitioner deems relevant. *University, MB*

✎ Documentation should be a report or summary by qualified professional in the field of the disability; not a family member. The documentation should be typed on letterhead stationary, dated and signed. It should have been written within the last 3 yrs. (LD specifically). It should name the disability, state treatment (if applicable) and describe how the disability and/or treatment (if applicable) impacts the student's functioning in an academic setting, describe longevity, severity or expected progression or stability of the disability. *College, AB*

✎ All requests for alternative academic accommodations must be based on documented need. It must be obtained from medical doctors, audiologists, psychologists, or other professionals who have specified training or expertise in the diagnosis of conditions for which the accommodation is being requested. It should outline the nature of the disability with a detailed explanation of the functional impact

of the disability on the pursuit of post-secondary education. When possible, the documentation should give explicit recommendations for remedial and/or coping strategies. *University, Atlantic Canada*

K. Summer and Evenings/Weekend Hours

Institutions were asked whether or not access to facilities, equipment or services for SWD decreased in the summer months. Of the 70 institutions that responded to the survey, 40 (58.0%) reported that services decreased in the summer months.

Table 1.25 Numbers and Percentages of Institutions in which Access to Facilities, Equipment or Services for SWD Decrease in Summer Months by Numbers of Full-Time SWD Population Served (grouped).*

Full-Time SWD	Services for SWD Decrease in Summer Months	
	Yes	No
0-9	41.2% (7/17)	58.8% (10/17)
10-99	66.7% (12/18)	33.3% (6/18)
100-199	46.2% (6/13)	53.8% (7/13)
200-1200	68.8% (11/16)	31.3% (5/16)

* Calculated from service provider responses (n=70).

Some differences were found in whether an institution reported that services for SWD decreased in summer months (see Table 1.25). However, the differences did not follow a consistent pattern related to the size of full-time SWD population - it is equally reasonable to interpret that access to facilities, equipment or services increase AND decrease according to size of full-time SWD population. This is possibly due to the fact that smaller institutions are less likely to have facilities, equipment or services to decrease in the first place.

As shown in Table 1.25, while 7/17 (41.2%) institutions that reported between 0 and 9 full-time SWD also reported that services for SWD decreased in summer months, a similar proportion (6/13 - 46.2%) of institutions that reported between 100 and 199 full-time SWD also reported that services for SWD decreased in summer months.

As shown in Table 1.26, a similarly inconsistent pattern was found across size of full-time student population. While 13/23 (56.5%) of institutions that reported between 200 and 2499 full-time students also reported that services for SWD decreased in summer months, a lesser proportion (11/24 - 45.8%) of institutions that reported between 2500 and 9999 also reported that services for SWD decreased in the summer months.

Table 1.26 Numbers and Percentages of Institutions in which Access to Facilities, Equipment or Services for SWD Decrease in Summer Months by Full-Time Student Population (grouped).*

Full-Time Student Population	Services for SWD Decrease in Summer Months	
	Yes	No
200-2499	56.5% (13/23)	43.5% (10/13)
2500-9999	45.8% (11/24)	54.2% (13/24)
10000-50000	83.3% (15/18)	16.7% (3/18)

* Calculated from service provider responses (n=70).

Table 1.27 Numbers and Percentages of Institutions in which Access to Facilities, Equipment or Services for SWD Decrease in Summer Months by Model of Service Delivery.*

Model of Service Delivery	Services for SWD Decrease in Summer Months	
	Yes	No
Centralized	64.5% (20/31)	35.5% (11/31)
Partially Decentralized	50.0% (12/24)	50.0% (12/24)
Decentralized	66.7% (6/9)	33.3% (3/9)
Other	66.7% (2/3)	33.3% (1/3)

* Calculated from service provider responses (n=70).

As shown in Table 1.27, no important differences were found across model of service delivery type. While 6/9 (66.7%) institutions that reported a decentralized model of service delivery also reported that access to facilities, equipment or services decreased in summer months, 20/31 (64.5%) institutions that reported a centralized model of service delivery, and 12/24 (50.0%) institutions that reported a partially centralized model of service delivery also reported that access to facilities, equipment or services decreased in summer months.

Some minor differences existed in terms of whether or not an institution reported that facilities, equipment or services for SWD decreased in summer months across type of institution. While 60.0% (15/25) of universities reported that facilities, equipment or services for SWD decreased in summer months, 66.7% (14/21) of community colleges, 44.4% (8/18) of Cégeps and 60.0% (3/5) of other types of institutions reported that facilities, equipment or

services for SWD decreased in summer months.

Similarly, while 64.1% (25/39) of institutions that reported a separate unit for services for SWD also reported that facilities, equipment or services for SWD decreased in summer months, 51.9% (14/27) of institutions that reported they did not have a separate unit for services for SWD also reported that facilities, equipment or services for SWD decreased in summer months.

Institutional respondents were also asked, if access to facilities, equipment or services for SWD decreased in summer months, to describe the decrease, or what facilities, equipment or services were affected (see Appendix Two). Some institutions described full or almost full decreases in services:

✎ We don't offer summer semester. *College, BC*

✎ All - most important programs end, BUT orientation specific in August. *College, ON*

✎ Generally no classes offered. Support Services not available unless pre-arranged. *College, BC*

Other institutions reported that services were reduced due to decreased enrollment:

✎ Reduced by two-thirds in summer for all services. Students tend to take summer schools in May-June - down about 25% in July. *University, QC*

✎ Fewer students translates to all-round decrease in equipment, facilities or service use. They are all used, just less often. The service shifts to other needs for prospective students, residence admissions, planning, etc. *University, ON*

✎ About 1/3 as busy as 'regular' terms (all facilities, equipment and services available). *University, ON*

Still others reported minimal reductions in access to facilities, equipment or services for SWD in summer months:

✎ Seulement le transport adapté n'est pas disponible. *Université, QC*

✎ While we offer our support services year round, we only run our reading, writing, and academic skills classes which are offered through our program for students with learning disabilities from Sept.-April. Those students in the PSLD, however, still

receive the other services such as exam accommodations and faculty liaison over the summer. All other services and equipment are available year round. *University, AB*

✕ Local adapté ouvert seulement du lundi au vendredi comme la Bibliothèque Générale de l'université. Bureau d'Accueil ferme durant une ou deux semaines en juillet. *Université, QC*

✕ The services provided through [The Centre] are not reduced. For example, the centre opens on evenings and weekends to accommodate students writing tests and exams. The library operates on reduced hours during the summer months (May to August). Most staff offices closed at 4:30 p.m. rather than 5:00 p.m. from June to August. All students are affected. *University, Atlantic Canada*

Institutions were also asked to report whether or not access to facilities, equipment or services for SWD decreased in the evenings and on weekends. Of the 70 institutions that responded to the survey, 49 (70.0%) reported that access to facilities, equipment or services for SWD decreased in the evenings and on weekends.

Table 1.28 Numbers and Percentages of Institutions in which Access to Facilities, Equipment or Services for SWD Decrease on Evenings and Weekends by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD	Services for SWD Decrease on Evenings and Weekends	
	Yes	No
0-9	35.3% (6/17)	64.7% (11/17)
10-99	77.8% (14/18)	22.2% (4/18)
100-199	92.3% (12/13)	7.7% (1/13)
200-1200	87.5% (14/16)	12.5% (2/16)

* Calculated from service provider responses (n=70).

As shown in Table 1.28, institutions that reported larger full-time SWD populations were more likely to report that access to facilities, equipment or services for SWD decreased on evenings and weekends. Again, this is possibly due to the fact that smaller institutions are less likely to have facilities, equipment or services to decrease in the first place. While 6/17 (35.3%) institutions that reported serving full-time SWD populations of between 0 and 9 also reported that access to facilities, equipment or services decreased on evenings and weekends, 14/16 (87.5%) institutions that reported serving full-time SWD populations of between 200 and 1200 also reported these decreases.

Table 1.29 Numbers and Percentages of Institutions in which Access to Facilities, Equipment or Services for SWD Decrease on Evenings and Weekends by Full-Time Student Population (grouped).*

Full-Time Student Population	Access to Facilities, Equipment or Services for SWD Decrease on Evenings and Weekends	
	Yes	No
200-2499	52.2% (12/23)	47.8% (11/23)
2500-9999	79.2% (19/24)	20.8% (5/24)
10000-50000	94.4% (17/18)	5.6% (1/18)

* Calculated from service provider responses (n=70).

As shown in Table 1.29, a similar pattern was found with regard to size of full-time student populations. While 12/23 (52.2%) institutions that reported full-time student populations of between 200 and 2499 also reported that access to facilities, equipment or services decreased on evenings and weekends, 17/18 (94.45%) institutions that reported full-time student populations of between 10000 and 50000 also reported these decreases.

Some differences in access to facilities, equipment or services on evenings and weekends were found across type of institution. While 84.0% (21/25) universities reported that access to facilities, equipment or services for students with disabilities decreased in the evenings and on weekends, 90.5% (19/21) of community colleges, 44.4% (8/18) of Cégeps, and 20.0% (1/5) of other types of institutions reported that access to facilities, equipment or services for students with disabilities decreased in the evenings and on weekends.

Differences were also found across whether or not institutions reported having a separate unit for services only for SWD. While 84.6% (33/39) of those institutions that reported a separate unit for services only for SWD also reported that facilities, equipment or services for SWD decreased in evenings and on weekends, 55.6% of those institutions that reported NOT having a separate unit for services for SWD also reported that facilities, equipment or services for SWD decreased in evenings and on weekends.

Institutional respondents were also asked, if access to facilities, equipment or services for SWD decreased on evenings and weekends, to describe the decrease, or what facilities, equipment or services were affected. Most institutions reported large or full reduction in access to facilities, equipment or services on evenings and weekends (see Appendix Two). For instance:

☞ Office closes at 5:00 pm, Resource Centre Room in library is open till 11:00 pm and on week-ends (no personnel available outside regular business hrs). *University, BC*

✎ Les services ferment les soirs et les fins de semaine. *Collège, QC*

✎ Disability Services isn't open. *College, BC*

✎ Le collège est fermé les fins de semaines, cours aux adultes le soir. Aucun enseignant régulier le soir. *Collège, QC*

✎ Most offices and classrooms are closed on weekends - no staff. *College, SK*

✎ Open only 1 evening per week and not on weekends'. *College, ON*

Other institutions indicated that access to facilities, equipment or services was reduced on evenings and weekends, but that SWD could make special arrangements for access during these times:

✎ Les étudiants ne peuvent pas rencontrer le conseiller de services en dehors de heures d'ouverture du bureau à moins d'arrangements spéciaux. *Université, QC*

✎ Most services are available during 8:30 - 4:30, exceptions are arrangements made for evening classes, exam accommodations which may take place evenings on weekends, and access to adaptive technology lab is only available evenings (Mondays-Thursdays). *University, AB*

✎ Prior notice will allow for arrangements. *College, SK*

✎ School has few students after 7 p.m. If a need arises, security guards will open facilities upon receipt of memo by me. *College, QC*

Others reported that access to services related to examinations was not reduced during scheduled examination times:

✎ Adapted bus does not run on evenings and weekends. Library computer labs available during library opening hours. Office closed evenings and weekends except for exams. *University, QC*

✎ The office's services are not available past 4:30 or on weekends, EXCEPT for exams which may be scheduled during these times. *University, SK*

Tests/exams are invigilated only until 9 pm weekdays and 3 pm Saturdays. No tests/exam accommodations on Sundays. Disability Services (D) office hours are Mon-Fri 8:30 - 4:30 (except as noted for tests/exams). TTY is only available during D office hours and library hours. *University, MB*

L. Student Groups and Representation

Respondents were asked to report whether or not they were aware of an independent group organized by and for students with disabilities at their institution. Of the 70 institutions that responded to the survey, 15 (21.4%) institutions reported that there was an independent student group.

Table 1.30 Numbers and Percentages of Institutions with and without Independent Group Organized by and for Students with Disabilities by Institution Type.*

Institution Type	Independent Group Organized by and for Students with Disabilities	
	Yes	No
University	40.0% (10/25)	60.0% (15/25)
College	4.5% (1/22)	95.5% (21/22)
Cégep	11.1% (2/18)	88.9% (16/18)
Other	40.0% (2/5)	60.0% (3/5)

* Calculated from service provider responses (n=70).

Sharp differences were found across type of post-secondary institution (see Table 1.30). While 40.0% (10/25) of universities reported awareness of an independent group organized by and for students with disabilities, 4.5% (1/22) of community colleges, 11.1% (2/18) of Cégeps, and 40.0% (2/5) among 'other' types of institutions reported awareness of an independent group organized by and for students with disabilities.

Sharp differences were also found across size of full-time student population (see Table 1.31). While 7/18 (38.9%) institutions that reported full-time student populations of between 10000 and 50000 also reported an independent student group organized by and for SWD, 7/24 (29.8%) institutions that reported full-time student populations of between 2500 and 9999, and no institutions that reported full-time student populations of between 200 and 2499 reported an independent student group organized by and for SWD.

Table 1.31 Numbers and Percentages of Institutions with and without Independent Group Organized by and for Students with Disabilities by Full-Time Student Population (grouped).*

Full-Time Student Population	Independent Group Organized by and for Students with Disabilities	
	Yes	No
200-2499		100% (24/24)
2500-9999	29.8% (7/24)	70.8% (17/24)
10000-50000	38.9% (7/18)	61.1% (11/18)

* Calculated from service provider responses (n=70).

Table 1.32 Numbers and Percentages of Institutions with and without Independent Group Organized by and for Students with Disabilities by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD	Independent Group Organized by and for SWD	
	Yes	No
0-9	5.9% (1/17)	94.1% (16/17)
10-99	15.8% (3/19)	84.2% (16/19)
100-199	53.8% (7/13)	46.2% (6/13)
200-1200	25.0% (4/16)	75.0% (12/16)

* Calculated from service provider responses (n=70).

As shown in Table 1.32, institutions that reported serving larger full-time SWD populations were more likely to report an independent group organized by and for SWD, but the relationship was not linear. While 1/17 (5.9%) institutions that reported serving between 0 and 9 full-time SWD also reported an independent group organized by and for SWD, 4/16 (25.0%) institutions that reported serving between 200 and 1200 full-time SWD also reported an independent group organized by and for SWD. Among those institutions that reported serving SWD populations of between 100 and 199, more than half (7/13 or 38.8%) reported an independent group for SWD.

Institutions were also asked whether their institution had a committee dealing with issues of accessibility. Of the 70 institutions that responded to the survey, 28 (40.0%) reported that they had a committee dealing with issues of accessibility.

Table 1.33 Numbers and Percentages of Institutions with Accessibility Committee by Province.*

Province	Accessibility Committee	
	Yes	No
Newfoundland	100% (1/1)	
Nova Scotia		100% (2/2)
New Brunswick	50% (1/2)	50% (1/2)
Quebec	18.2% (4/22)	81.8% (18/22)
Ontario	66.7% (10/15)	33.3% (5/15)
Manitoba		100% (3/3)
Saskatchewan	75.0% (3/4)	25.0% (1/4)
Alberta	33.3% (3/9)	66.7% (6/9)
British Columbia	54.5% (6/11)	45.5% (5/11)

* Calculated from service provider responses (n=70).

As shown in Table 1.33, some differences in whether an institution had a committee dealing with issues of accessibility were found across the provinces. Accessibility committees were more common among institutions in Saskatchewan, Ontario and British Columbia. None of the institutions in Nova Scotia or Manitoba (where there were very few schools responding) and only 18.2% (4/22) of institutions in Quebec reported an accessibility committee.

Some differences were also found across whether or not an institution reported having a separate unit only for services for SWD. While 57.9% (22/38) of those institutions with a separate unit for services for students with disabilities only reported having a committee dealing with issues of accessibility, only 17.9% (5/28) of those institutions without a separate unit for services for students with disabilities only reported having a committee dealing with issues of accessibility.

Table 1.34 Numbers and Percentages of Institutions with and without an Accessibility Committee by Full-Time Student Population (grouped).*

Full-Time Student Population	Accessibility Committee	
	Yes	No
200-2499	29.2% (7/24)	70.8% (17/24)
2500-9999	34.8% (8/23)	65.2% (15/23)
10000-50000	55.6% (10/18)	44.4% (8/18)

* Calculated from service provider responses (n=70).

Overall, institutions that reported larger full-time student populations were somewhat more likely to report having an accessibility committee (see Table 1.34). While 7/24 (29.2%) institutions that reported full-time student populations of between 200 and 2499 also reported having an accessibility committee, 8/23 (34.8%) institutions reporting between 2500 and 9999 full-time students, and 10/18 (55.6%) institutions reporting between 10000 and 50000 full-time students also reported having an accessibility committee.

Table 1.35 Numbers and Percentages of Institutions with and without an Accessibility Committee by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD Population	Accessibility Committee	
	Yes	No
0-9	5.9% (1/17)	94.1% (16/17)
10-99	31.6% (6/19)	68.4% (13/19)
100-199	69.2% (9/13)	30.8% (4/13)
200-1200	66.7% (10/15)	33.3% (5/15)

* Calculated from service provider responses (n=70).

Institutions that reported serving larger full-time SWD populations were somewhat more likely to report having an accessibility committee (see Table 1.35). While 1/17 (5.9%) institutions that reported serving full-time SWD populations of between 0 and 9 also reported having an accessibility committee, 6/19 (31.6%) institutions that reported serving between 10 and 99 full-time SWD reported an accessibility committee. However, there was little difference in the higher category ranges where 9/13 (69.2%) institutions that reported between 100 and 199 full-time SWD, and 10/15 (66.7%) institutions reporting between 200 and 1200 full-time SWD also reported having an accessibility committee.

Table 1.36 Numbers and Percentages of Institutions with and without an Accessibility Committee by Model of Service Delivery.*

Model of Service Delivery	Accessibility Committee	
	Yes	No
Centralized	16.1% (5/31)	83.9% (26/31)
Partially Centralized	36.0% (9/25)	64.0% (16/25)
Decentralized		100% (9/9)
Other	33.3% (1/3)	66.7% (2/3)

* Calculated from service provider responses (n=70).

Some differences were also found across model of service delivery (see Table 1.36). While 5/31 (16.1%) institutions that reported a centralized model of service delivery also reported that they had an accessibility committee, 9/25 (36.0%) institutions that reported a partially centralized model of service delivery, and no institutions that reported a decentralized model of service delivery also reported having an accessibility committee.

Respondents were also asked, if they reported having an accessibility committee, whether or not the committee had representation from SWD. Of the 28 institutions that reported having an accessibility committee, 24 (85.7%) reported that the committee had representation from SWD.

Table 1.37 Numbers and Percentages of Institutions with SWD Representation on Accessibility Committee by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD Population	SWD Representation Accessibility Committee	
	Yes	No
10-99	55.6% (5/9)	44.4% (4/9)
100-199	88.9% (8/9)	11.1% (1/9)
200-1200	83.3% (10/12)	16.7% (2/12)

* Calculated from service provider responses (n=70).

As shown in Table 1.37, 5/9 (55.6%) institutions that reported serving a full-time SWD population of between 10 and 99 also reported SWD representation on an accessibility committee, 8/9 (88.9%) institutions that reported a full-time SWD population of between 100 and 199, and 10/12 (83.3%) institutions that reported a full-time SWD population of between 200 and 1200 also reported having SWD representation on an accessibility committee.

Some differences were also found across model of service delivery. While 62.5% (10/16) of institutions that had a centralized model of service delivery reported that they had SWD representation on a committee dealing with issues of delivery, 92.3% (12/13) of institutions that had a partially centralized model of service delivery, and 100% (5/7) of institutions with some other model of service delivery reported that they had SWD representation on a committee dealing with issues of accessibility.

Respondents were also asked whether the main students' organization at their institution had any positions that focused on issues related to students with disabilities. Of the 69 institutions that responded to the question, 11 (15.7%) reported that the main students' organization had a position that focused on issues related to students with disabilities.

Table 1.38 Numbers and Percentages of Institutions where Student Organization has SWD Position by Full-Time Student Population (grouped).*

Full-Time Student Population	Student Organization has SWD Position		
	Yes	No	Don't Know
200-2499	8.3% (2/23)	87.5% (21/23)	4.2% (1/23)
2500-9999	13.0% (3/18)	65.2% (15/23)	21.7% (5/23)
10000-50000	27.8% (5/18)	55.6% (10/18)	16.7% (3/18)

* Calculated from service provider responses (n=70).

As shown in Table 1.38, 2/23 (8.3%) institutions that reported between 200 and 2499 full-time students also reported that the main student organization had a position that focused on issues related to SWD, 3/18 (13.0%) of institutions that reported between 2500 and 9999 full-time students, and 5/18 (27.8%) of institutions that reported between 10000 and 50000 full-time students also reported that the main student organization had a position that focused on issues related to SWD.

Table 1.39 Numbers and Percentages of Institutions where Student Organization has SWD Position by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD Population	Student Organization has SWD Position		
	Yes	No	Don't Know
0-9	5.9% (1/17)	94.1% (16/17)	
10-99	11.1% (2/18)	77.8% (14/18)	11.1% (2/18)
100-199	23.1% (3/13)	53.8% (7/13)	23.1% (3/13)
200-1200	31.3% (5/16)	43.8% (7/16)	25.0% (4/16)

* Calculated from service provider responses (n=70).

A similar pattern was found with respect to the numbers of full-time SWD served (see Table 1.39). While 1/17 (5.9%) of institutions that reported between 0 and 9 full-time SWD also reported that the main student organization had a position that focused on issues related to SWD, 2/18 (11.1%) institutions that reported between 10 and 99, 3/13 (23.1%) institutions that reported between 100 and 199 full-time SWD, and 5/16 (31.3%) institutions that reported between 200 and 1200 full-time SWD also reported that the main student organization had a position that focused on issues related to SWD.

Differences were also found across type of institution. While 24.0% (6/25) of universities reported that the student organization had a position that focused on issues related to SWD, 9.1% (2/22) of community colleges, 5.9% (1/17) of Cégeps, and 40.0% of other types of institutions reported that the student organization had a position that focused on issues related to SWD.

M. Planning Program and Accessibility Modifications

Institutional respondents were also asked to report whether they were aware of any modifications (as of January 1st, 1998) to programs, policies, and/or physical accessibility that would improve the accessibility of their institution.

Table 1.40 Numbers and Percentages of Institutions Planning Modifications to Programs, Policies and Physical Accessibility by Province.*

Accessibility Province	Planning Modifications		
	Programs	Policy	Physical
Newfoundland	100% (1/1)	100% (1/1)	100% (1/1)
Nova Scotia	50.0% (1/2)	0% (0/2)	0% (0/2)
New Brunswick	0% (0/2)	0% (0/2)	50.0% (1/2)
Quebec	18.2% (4/22)	5.0% (1/20)	28.6% (6/21)
Ontario	37.5% (6/16)	20.0% (3/15)	75.0% (12/16)
Manitoba	0% (0/3)	33.3% (1/3)	33.3% (1/3)
Saskatchewan	0% (0/3)	25.0% (1/4)	25.0% (1/4)
Alberta	62.5% (5/8)	87.5% (7/8)	37.5% (3/8)
British Columbia	22.2% (2/9)	60.0% (6/10)	70.0% (7/10)

* Calculated from service provider responses (n=70).

As shown in Table 1.40, differences were found in the proportions of institutions that were planning modifications to programs, policies or features of physical accessibility. Institutions in most provinces were more often planning modifications in physical accessibility than in the two other specific areas. However, this was not the case in Alberta, where a large majority of those responding indicated they were planning modifications in policy (87.5%, 7/8) and 62.5% (5/8) of institutions indicated they planned modifications in programs.

Some differences were found across whether or not an institution reported having a separate unit for services for SWD only. While 40.5% (15/37) of institutions that reported having a separate unit for services for SWD only also reported that they were planning program modifications, 11.5% (3/26) of institutions that reported no separate unit for services for SWD

only, also reported that they were planning program modifications.

Similarly, while 37.8% (14/37) of institutions that reported having a separate unit for services for SWD only also reported that they were planning policy modifications, 23.1% (6/26) of institutions that reported no separate unit for services for SWD only also reported that they were planning policy modifications.

Table 1.41 Numbers and Percentages of Institutions Planning Modifications to Programs, Policies and Physical Accessibility by Type of Institution.*

Accessibility Type of Institution	Planning Modifications		
	Programs	Policy	Physical
University	54.2% (13/24)	48.0% (12/25)	72.0% (18/25)
College	21.2% (4/19)	42.1% (8/19)	50.0% (10/20)
Cégep	11.1% (2/18)	0% (0/16)	11.8% (2/17)
Other	0% (0/5)	0% (0/5)	40.0% (2/5)

* Calculated from service provider responses (n=70).

As shown in Table 1.41, differences were also found across type of institution - overall, universities were more likely than colleges or Cégeps to report planning modifications. While 13/24 (54.2%) universities that responded to the question reported that they were planning modifications to programs, 4/19 (21.2%) colleges, and 2/18 (11.1%) Cégeps reported that they were planning modifications to programs that would improve accessibility. Similarly, while 18/25 (72.0%) universities that responded to the question reported plans to modify physical accessibility, 10/20 (50.0%) colleges, and 2/17 (11.8%) Cégeps reported that they had plans to modify physical accessibility that would improve accessibility at their institution.

As shown in Table 1.42, institutions that reported a partially centralized model of service delivery were overall more likely to report modifications to programs, policies, or physical accessibility. For instance, while 14/24 (58.3%) institutions with a partially centralized model of service delivery that responded to the question reported that they were planning modifications to physical accessibility, 13/31 (41.9%) institutions reporting a centralized model of service delivery, and 1/7 (14.3%) institutions reporting a decentralized model of service delivery also reported that they were planning modifications to physical accessibility.

Table 1.42 Numbers and Percentages of Institutions Planning Modifications to Programs, Policies and Physical Accessibility by Model of Service Delivery.*

Model of Service Delivery	Planning Modifications		
	Programs	Policy	Physical Accessibility
Centralized	23.3% (7/30)	26.7% (8/30)	41.9% (13/31)
Partially Centralized	41.7% (10/24)	39.1% (9/23)	58.3% (14/24)
Decentralized	12.5% (1/8)	14.3% (1/7)	14.3% (1/7)
Other	33.3% (1/3)	33.3% (1/3)	66.7% (2/3)

* Calculated from service provider responses (n=70).

Table 1.43 Numbers and Percentages of Institutions Planning Modifications to Programs, Policies and Physical Accessibility by Full-Time Student Population (grouped).*

Accessibility Full-Time Students	Planning Modifications		
	Programs	Policy	Physical
200-2499	9.1% (2/22)	22.7% (5/22)	22.7% (5/22)
2500-9999	16.7% (4/24)	13.0% (3/23)	41.7% (10/24)
10000-50000	66.7% (12/18)	64.7% (11/17)	77.8% (14/18)

* Calculated from service provider responses (n=70).

Generally, as shown in Table 1.43, institutions that reported larger full-time student populations were more likely to report planning modifications to programs, policies and physical accessibility. For instance, while 5/22 (22.7%) institutions that reported between 200 and 2499 full-time students reported that they were planning modifications to physical accessibility, 14/18 (77.8%) of institutions that reported between 10000 and 50000 full-time students also reported that they were planning modifications to physical accessibility.

Table 1.44 Numbers and Percentages of Institutions Planning Modifications to Programs, Policies and Physical Accessibility by Numbers of Full-Time SWD Served (grouped).*

	Planning Modifications		
	Programs	Policy	Physical Accessibility
Full-Time Students			
0-9	11.8% (2/17)	6.3% (1/16)	12.5% (2/16)
10-99	22.2% (4/18)	35.3% (6/17)	33.3% (6/18)
100-199	30.8% (4/13)	30.8% (4/13)	76.9% (10/13)
200-1200	60.0% (9/15)	46.7% (7/15)	75.0% (12/16)

* Calculated from service provider responses (n=70).

A similar pattern was found with respect to numbers of full-time SWD served (see Table 1.44). Institutions that reported serving larger full-time SWD populations were more likely to report planning modifications to programs, policies and physical accessibility. For instance, while 2/17 (11.8%) institutions that reported between 0 and 9 full-time SWD (and who responded to the question) reported that they were planning modifications to programs, 4/18 (22.2%) institutions reported serving between 10 and 99 full-time SWD, 4/13 (30.8%) institutions that reported serving between 100 and 199 full-time SWD, and 9/15 (60.0%) institutions that reported serving between 200 and 1200 full-time SWD also reported that they were planning modifications to programs.

Institutional respondents were also asked to describe any plans to modify programs, policies or physical accessibility. A range of plans to modify programs were described (see Appendix Two), for instance:

☞ 1. Fusion du Bureau d'Accueil des étudiants handicapés avec le service d'orientation et de counseling pour améliorer l'encadrement scolaire (Depuis 1er Juin 1998). 2. Prévision d'achats de matériel informatique adapté. *Université, QC*

☞ We have put in a proposal for a transition year program and new model for service delivery and assessment. It may be approved in the spring. *College, ON*

☞ Initiating Learning Strategies Program. Convening an advisory committee to special services. *University, ON*

As well, a number of plans to modify policies were described:

✎ Better assessment and self-identification; policy for students with disabilities
College, AB

✎ Inclusion of students with learning disabilities within the provincial funding formula. *University, QC*

✎ The Employment Equity Plan of the university includes recommendations to increase the number of students and staff with disabilities recruited to the university and improving the retention of those students and staff, with awareness programs and through reasonable measures. *University, AB*

✎ We are in the process of writing and having approved the operating guidelines to implement our policy regarding the services for students with disabilities. We are also organizing our unit philosophically with respect to the type of service we provide.
College, AB

Similarly, institutions described a number of plans to modify physical accessibility:

✎ Every year [The University] spends close to \$100,000 specifically on physical accessibility including installation of visual alarms, appropriate signage and paint for partially sighted individuals, and the usual barrier free design up-grades. *University, AB*

✎ An enhanced on-campus transportation system for persons with mobility difficulties; development of an institutional policy on academic accommodations for students with disabilities; and development of workshops for faculty members on teaching students with various disabilities - planned for the 1998 winter session.
University, Atlantic Canada

✎ We have an ongoing programme of renovation - new elevators, new library - improved access to other buildings. *University, QC*

✎ - Installation de boutons en braille dans 2 ascenseurs. - Prévision d'un tracé jaune pour personnes aveugles dans le pavilion des services. - Construction de cuisine dans résidences - avec comptoirs adaptés etc. *University - Quebec*

Also, however, some institutions indicated that they were conducting research in order to assess and develop planned modifications that would improve accessibility:

☒ Completion of a student satisfaction survey, completion of a faculty satisfaction survey, passage of an academic accommodations policy, expansion of our adaptive technology resources, expansion of our programming for students with learning disabilities, expansion of psycho-educational group activities. *University, AB*

☒ We have completed an access audit 2 years ago which resulted in a 5 year plan to address issues identified in audit. *University, BC*

N. Written Materials About Services

Institutions were asked to describe how SWD were made aware of services and accommodations available to them. As reflected in the responses (see Appendix Two), institutions reported that SWD were made aware of services and accommodations through a broad range of methods. For instance:

☒ Information in course calendar; information provided to resource counsellors in high schools or in-take workers at agencies for persons with disabilities; guest speaking at classrooms, high schools, community events; office brochures; on-campus service, Learning Assistance Centre, instructors, advisors, etc. *University, MB*

☒ Orientation for new students - general; orientation for students with identified disabilities specific and more detailed; newsletters to all students registered with Access Centre; postings at the Access Centre; presentations at LDA as requested; mailings to prospective new students who identify themselves as individuals with a disability; meetings between students and Access Centre counsellors; Access Centre student kit - binder with lots of information given to all students who are newly registered with the Access Centre. *University, ON*

☒ There is a place on the "Application for Admission" form where students can indicate they would like to be contacted by the Access Coordinator for Service to Students with Disabilities - this is voluntary; brochure; class presentations regarding services available to all students in Student Services Department. *College, BC*

☒ There is a question asking students to self-identify on the application form. The services for students with disabilities is mentioned in the calendar and several in-college publications. We are developing a Handbook and will hold an orientation session. We also communicate with high schools, as well as community and disability-related agencies. *College, AB*

Institutions were then asked specifically if they had written materials about services and accommodations that were made available to students. Of the 70 institutions that responded to the survey, 41 (58.6%) reported that they provided written materials.

Table 1.45 Numbers and Percentages of Institutions that Provide Written Materials about Services by Institution Type.*

Institution Type	Provide Written Materials about Services	
	Yes	No
University	92.0% (23/25)	8.0% (2/25)
College	82.4% (14/17)	17.6% (3/17)
Cégep	20.0% (2/10)	80.0% (8/10)
Other	100% (2/2)	

* Calculated from service provider responses (n=70).

As shown in Table 1.45, 23/25 (92.0%) universities reported that they provided written materials about services, and 14/17 (82.4%) colleges reported providing written materials. However, only 2/10 (20.0%) Cégeps reported that they provided written materials about services.

Table 1.46 Numbers and Percentages of Institutions that Provide Written Materials about Services by Province.*

Province	Provide Written Materials about Services	
	Yes	No
Newfoundland	100% (1/1)	
Nova Scotia	50% (1/2)	50% (1/2)
New Brunswick	50% (1/2)	50% (1/2)
Quebec	47.4% (9/19)	52.6% (10/19)
Ontario	100% (15/15)	
Manitoba	100% (3/3)	
Saskatchewan	75.0% (3/4)	25.0% (1/4)
Alberta	77.8% (7/9)	22.2% (2/9)
British Columbia	72.7% (8/11)	27.3% (3/11)

* Calculated from service provider responses (n=70).

As shown in Table 1.46, differences were found across provinces. While 9/19 (47.4%) institutions in Quebec reported that they provided written materials about services, 15/15

(100%) institutions in Ontario reported that they provided written materials about services.

Differences were also found across whether or not an institution reported having a separate unit for services for SWD only. While 34/37 (91.9%) institutions that reported having a separate unit for services for students with disabilities only also reported having written materials about services and accommodations available to students with disabilities, 13/26 (50.0%) institutions that reported not having a separate unit for services for students with disabilities only also reported having written materials about services and accommodations available to students with disabilities.

Table 1.47 Numbers and Percentages of Institutions that Provide Written Materials about Services by Full-Time Student Population (grouped).*

Full-Time Student Population	Provide Written Materials about Services	
	Yes	No
200-2499	52.2% (12/23)	47.8% (11/23)
2500-9999	71.4% (15/21)	28.6% (6/21)
10000-50000	100% (18/18)	

* Calculated from service provider responses (n=70).

As shown in Table 1.47, institutions with larger populations were more likely to report that they provided written materials about services. While 12/23 (52.2%) institutions that reported between 200 and 2499 full-time students, 15/21 (71.4%) institutions that reported between 2500 and 9999 full-time students, and 18/18 (100%) institutions that reported between 10000 and 50000 full-time students also reported that they provided written materials about services.

Table 1.48 Numbers and Percentages of Institutions that Provide Written Materials about Services by Numbers of Full-Time SWD Served (grouped).*

Full-Time SWD Population	Provide Written Materials about Services	
	Yes	No
0-9	33.3% (5/15)	66.7% (10/15)
10-99	66.7% (12/18)	33.3% (6/18)
100-199	100% (12/12)	
200-1200	100% (16/16)	

* Calculated from service provider responses (n=70).

A similar pattern was found in terms of the numbers of full-time SWD served (see Table 1.48). Among institutions that reported serving between 0 and 9 full-time SWD, 5/15 (33.3%) also reported providing written materials about services, and 12/18 (66.7%) institutions that reported between 10 and 99 full-time SWD reported that they provided written materials. However, there was no difference between institutions that reported serving between 100 and 199 SWD, and those serving between 200 and 1200: 12/12 (100%) institutions that reported between 100 and 199 full-time SWD, and 16/16 (100%) institutions that reported full-time SWD populations of between 200 and 1200 also reported providing written materials about services.

Table 1.49 Numbers and Percentages of Institutions that Provide Written Materials about Services by Model of Service Delivery.*

Model of Service Delivery	Provide Written Materials about Services	
	Yes	No
Centralized	73.3% (22/30)	26.7% (8/30)
Partially Centralized	81.8% (18/22)	18.8% (4/22)
Decentralized	55.6% (5/9)	44.4% (4/9)
Other	66.7% (2/3)	33.3% (1/3)

* Calculated from service provider responses (n=70).

Only small differences were found across model of service delivery type (see Table 1.49). While 22/30 (73.3%) institutions that reported a centralized model of service delivery reported that they provided written materials, 18/22 (81.8%) institutions that reported a partially centralized model of service delivery, 5/9 (55.6%) institutions that reported a decentralized model of service delivery also reported that they provided written materials about services.

Chapter Two: Student Needs and Awareness

Students were asked questions concerning general demographic characteristics, disability type and needs associated with a disability, institutional and program choices, as well as questions about service provision and student representation at the institution they attended. This chapter reviews the responses NEADS received from 349 students. Overall response rates are presented and some limited comparisons of responses across provinces, disability type and needs, and type of institution attended.

While the group surveyed does not constitute a representative sample of all post-secondary students with disabilities in Canada, the ways in which the group conforms to what we know about the general population are noted (see Appendix One for details). Students described the kinds of services they used and what they needed in this section, and some of the problems they encountered in access. In this section we have attempted to provide some context for understanding the issues involved.

A. Age, Gender and Family

Respondents were asked to report their birth date, and age categories were constructed using this data. As of December 31, 1998, the eldest respondent to the survey was 70 years of age and the youngest was 18. The breakdown according to five age categories (18-20 years; 21-25; 26-30; 31-35; and 36 and over) was as follows:

Table 2.1 Numbers and Percentages of Students by Ages (Grouped)

Age	Percent	Number
18-20 Years of Age	8.6%	(30)
21-25 Years of Age	35.6	(124)
26-30 Years of Age	17.2	(60)
31-35 Years of Age	9.8	(34)
35 Years of Age and Over	27.7	(97)
Not stated	1.1	(4)

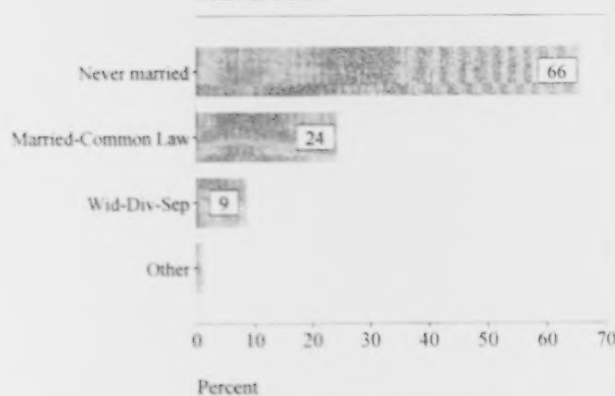
This distribution was similar to that found in a previous survey conducted by NEADS (NEADS 1996). Respondents in the 21-25 age category were most numerous, comprising 35.6% (135/349) of those surveyed. The majority of respondents were under the age of 30, but a significant portion (27.7%) were over the age of 35.

In terms of gender distribution, 59.7% (207/349) of respondents were women. This greater preponderance of women is in line with recent trends in enrolment at the post-secondary level for all Canadians. For instance, full-time enrolment of women in both colleges and universities outweighs that of men and has been increasing slightly at the university level

while male enrolment has declined. (See Statistics Canada web site [www.StatCan.ca] figures on enrolment from 1993-94 to 1997-98. Statistics Canada, Catalogue no. 81-229-XPB and Statistics Canada, CANSIM, Cross-classified tables 00580701, 00580702.)

Enrolment for women in general has increased in recent years and exceeds that of men and this trend may be more pronounced among women with disabilities. HALS (1991) reported that women with disabilities in the 15-34 age group were more likely than men to have some post-secondary education. For instance, of women in the 15-34 age group, 41.8% had some post-secondary education in 1991, whereas among men with disabilities in this age group, only 36.5% had similar levels of educational attainment. This is not the case for men and women with disabilities in the other age groups (ie. HALS, 1991). These factors may help explain the greater numbers of women responding to the present study.

Chart 2.1 Percentage of Students by Marital Status *



* Based on the 347 students that reported marital status

Table 2.2 Numbers and Percentages of Students with and Without Dependent Children by in Marital Status

	Have Dependent Children				Total
	Yes		No		
Never Married	2.2%	5	97.8%	223	228
Married-Common Law	52.9	45	47.1	40	85
Widowed-Divorced-Separated	40.0	12	60.0	18	30
Other	50.0	2	50.0	2	4
Totals		64		283	347

The majority of respondents (66%, 228/349) were single (i.e. never married) and the overwhelming majority of these (97.8%, 223/228) had no dependent children (see Table 2.2). Among respondents who indicated they had dependent children, most were married or living in a common law relationship. Among those who were married or living in a common law relationship (24.5% of all respondents, 85/349), more than half had dependent children (52.9%, 45/85). Among those widowed, divorced or separated (8.6% of all respondents), 40% (12/30) had dependent children.

B. Disability Types

Students were asked to indicate the primary nature of their disability. Seven of the most commonly identified types of disability were listed. Students could also indicate and specify any other type of disability. Because students could indicate more than one type of disability when appropriate, numbers do not total to 349 and percentages do not total 100.

Table 2.3 Numbers and Percentages of Students by Type of Disability

	Number	Percent of Total (n/349)
Mobility impaired	106	30.4%
Deaf/hard of hearing	45	12.9%
Blind/Visually Impaired	5	15.8%
Speech impaired	9	2.6%
LD/ADD	126	36.1%
Mental health disability	18	5.2%
Medical disability	44	12.6%
Other	38	10.9%

The most frequently cited type of disability was a learning disability, including attention deficit disorder (36.1%) (see Table 2.3). Mobility impairment was the second most frequently cited type of disability (30.4%). Mental health disabilities (5.2%) and speech impairments (2.6%) were least frequently indicated by respondents. Among the 10.9% who indicated Other, the most frequently mentioned types of disability were impairments related to flexibility and agility (3.2% of all respondents). Brain injury (1.7%) and cognitive disabilities (1.7%) were also mentioned frequently by students who indicated "other" types of disability.

In a study conducted by NEADS in 1996, patterns were somewhat different: a greater percentage of respondents indicated a mobility impairment (37%) and a smaller percentage indicated learning disabilities (26%). In addition, medical disability was added as a category to this survey. While this is not a representative sample, and thus comparisons cannot be made on the basis of this difference, it is interesting that students with learning disabilities comprise such a large portion of the respondents to the current survey.

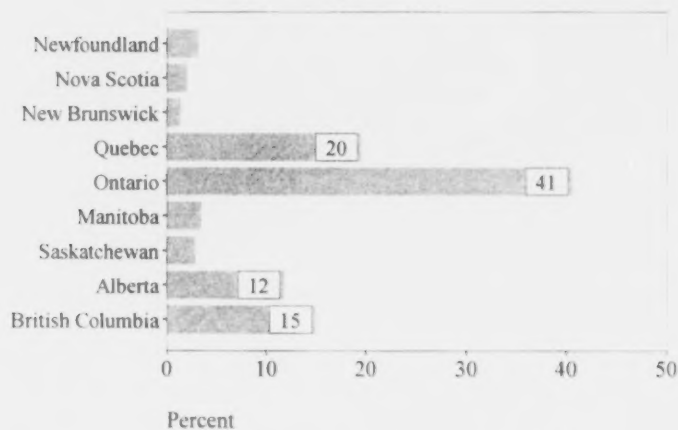
Table 2.4 Numbers and Percentages of Students by Number of Disability Categories

	Number	Percent of Total (n/349)
One type of disability indicated	277	79.4
Two types of disability indicated	48	13.8
Three types of disability indicated	16	4.6
Four types of disability indicated	5	1.4
Missing	3	.9
Total	349	100

Students were given the option to indicate more than one disability type. Close to eighty percent indicated only one type of disability. Among the 21.6% who indicated more than one disability, those who reported mobility impairments (33) or learning disabilities (33) were most numerous. It should be noted that among the small group of students who indicated they were speech impaired (2.6%, 9/349), most also indicated another disability (88.9% of those with speech impairments, 8/9). Students with a medical disability were also more likely than not to report one or more other types of disability (68.2%, 30/44).

C. Provincial Distribution

Chart 2.2 Percentage of Students by
Province of Study *



* Based on the 347 students that reported province of study

The overall provincial distribution of survey respondents is similar to the distribution of post-secondary students with disabilities recorded by the Health and Activity Limitation

Survey conducted in 1991 (see Appendix One). Students from Ontario comprise the largest group of respondents to the survey (41%, 141/349). The smallest numbers of respondents came from New Brunswick (1.4%, 5), Nova Scotia (2%, 7), and Saskatchewan (2.9%, 10). No students from the Northwest or Yukon Territories, or from Prince Edward Island (which comprise a very small percentage of the target population) are included among survey respondents and thus our ability to draw conclusions about access in this province or these territories is limited.

Table 2.5 Numbers and Percentages of Students Indicating Selected Disability Types by Province

	Percent of provincial total reporting LD/ADD	Percent of provincial total reporting Mobility Impairment
Provinces with <20 respondents		
Newfoundland	27.3% (3/11)	36.4% (4/11)
Nova Scotia	14.3% (1/7)	28.6% (2/7)
New Brunswick	60.0% (3/5)	20.0% (1/5)
Manitoba	25.0% (3/12)	41.7% (5/12)
Saskatchewan	60.0% (6/10)	10.0% (1/10)
Provinces with >20 respondents		
Quebec	11.8% (8/68)	42.6% (29/68)
Ontario	45.4% (64/141)	27.0% (38/141)
Alberta	46.3% (19/41)	17.1% (7/41)
British Columbia	36.5% (19/52)	34.6% (18/52)
Total	36.1% (126/349)	30.4% (106/349)

In examining the distribution of certain disability types across provinces, it is apparent that students with the most commonly indicated disability types are not equally represented in all provinces. While the size of the population sampled in the smaller provinces will affect the distribution among different disability types and will therefore not generate comparable numbers, the size of the sample in larger provinces allows for some limited comparisons. Thus the proportion of students reporting learning disabilities (including ADD) in Quebec (11.8% of the provincial total) is much lower than the overall averages for this study and the proportion of students reporting mobility impairments is higher (42.6% of the provincial total). The proportion of students reporting mobility impairments in Alberta (17.1% of the provincial total) is lower than the overall average and that for learning disabilities is higher (46.3% of the provincial total).

D. Aids and Accommodations

Table 2.6 Numbers and Percentages of Students Indicating Types of Aids and Services Used to Accommodate Disability

	Number	Percentage
White cane	19	5.4%
Guide dog	2	.6
Alternative format (e.g. braille, large print, audio, etc.)	54	15.5
Sign language interpreter	18	5.2
Hearing aid	36	10.3
Communication board	3	.9
Wheelchair/scooter	58	16.6
Crutches or other walking aid	28	8.0
Attendant care services	26	7.4
Adaptive technology (e.g. computers, brailers, calculators, etc.)	139	39.8
Drugs and medical supplies	106	30.4
Specialized transport	50	14.3
Academic accommodation	197	56.4
Extended testing time	221	63.3
Other	66	18.9
No aids or services used	4	1.1

Student respondents were asked what kinds of aids and services they used on a day-to-day basis to accommodate their disabilities. Respondents were provided with a list and could indicate as many items as were appropriate (responses do not total 349 and percentages do not total 100) and could also indicate if there were other aids or services they used or if they required no aids or services (see Table 2.6). 4 (1.1%) respondents indicated they used no aids or services.

In terms of the aids and services that students used on a day-to-day basis to accommodate a disability, extended test time (63.3%) and academic accommodations (56.4%) were the two most frequently reported. A large number of students also reported use of adaptive technology (39.8%) and drugs and medical supplies (30.4%). While some aids and services listed are typically used by students with one specific type of disability (e.g. hearing aids for students who are deaf or hard of hearing), the aids and services most frequently indicated are not of a disability specific nature. It is thus useful to examine whether any differences exist in terms of their use across different disability categories.

Table 2.7 Numbers and Percentages of Students Indicating Use: Extended test time by Disability Type

	Yes		No		Total
	N	Percent	N	Percent	N
Mobility impaired	63	60.0%	42	40.0%	105
Deaf/hard of hearing	14	31.1%	31	68.9%	45
Blind/vis. impaired	39	70.9%	16	29.1%	55
Speech impaired	4	44.4%	5	55.6%	9
LD/ADD	92	73.0%	34	27.0%	126
Mental health disability	12	66.7%	6	33.3%	18
Medical disability	35	79.5%	9	20.5%	44

Table 2.8 Numbers and Percentages of Students Indicating Use: Academic accommodation by Disability Type

	Yes		No		Total
	N	Percent	N	Percent	N
Mobility impaired	51	48.6%	54	51.4%	105
Deaf/hard of hearing	24	53.3%	21	46.7%	45
Blind/vis. impaired	40	72.7%	15	27.3%	55
Speech impaired	7	77.8%	2	22.2%	9
LD/ADD	82	65.1%	44	34.9%	126
Mental health disability	9	50.0%	9	50.0%	18
Medical disability	22	50.0%	22	50.0%	44

Students from all disability type categories reported that they made use of extended test time. Those who were deaf/hard of hearing were least likely to make use of extended test time (31.1%, 14/45). Those with medical disabilities were most likely to use such a service (79.5%, 35/44) and a large majority of students who indicated mobility impairment (60%, 63/105), blindness or visual impairment (70.9%, 39/55), learning disability (including ADD) (73%, 92/126) or mental health disability (66.7%, 12/18) also indicated that they used such services.

Academic accommodations (e.g. course or program modifications, extensions of assignment deadlines, alternate testing procedures, etc.) were also used by over half of all respondents. A little less than half of all students who reported a speech impairment indicated that they made use of extended test time (44.4%, 4/9), while a large majority indicated that they made use of academic accommodation (77.8%, 7/9). (The small numbers of students reporting speech impairment, however, suggests that such figures

should be treated with caution.) Students who reported blindness or visual impairment (72.7%, 40/55) and those who reported learning disability/ADD (65.1%, 82/126) were somewhat more likely to report use of academic accommodations. Roughly half of all students who indicated a mobility impairment (48.6%, 51/105), deafness or hearing impairment (53.3%, 24/45), a mental health disability (50%, 9/18) or a medical disability (50%, 22/44) also indicated that they made use of academic accommodations.

Table 2.9 Numbers and Percentages of Students Indicating Use: Adaptive technology by Disability Type

	Yes		No		Total
	N	Percent	N	Percent	N
Mobility impaired	45	42.9%	60	57.1%	105
Deaf/hard of hearing	7	15.6%	38	84.4%	45
Blind/vis. impaired	36	65.5%	19	34.5%	55
Speech impaired	3	33.3%	6	66.7%	9
LD/ADD	54	42.9%	72	57.1%	126
Mental health disability	5	27.8%	13	72.2%	18
Medical disability	15	34.1%	29	65.9%	44

Adaptive technology (e.g. computers, brailers, calculators, etc.) was also fairly frequently reported as an aid or service used to accommodate disability (39.8% of all respondents). When broken down according to disability type, it is apparent that students who are blind or visually impaired (65.5%, 36/55) are most likely to use adaptive technology on a day-to-day basis to accommodate their disability. As well, a large percentage of those with mobility impairments (42.9%, 60/105) or learning disabilities/ADD (42.9%, 54/126) also use adaptive technology in this way.

Table 2.10 Numbers and Percentages of Students Indicating Use: Drugs/Medical Supplies by Disability Type

	Yes		No		Total
	N	Percent	N	Percent	N
Mobility impaired	49	46.7%	56	53.3%	105
Deaf/hard of hearing	6	13.3%	39	86.7%	45
Blind/vis. impaired	7	12.7%	48	87.3%	55
Speech impaired	2	22.2%	7	77.8%	9
LD/ADD	32	25.4%	94	74.6%	126
Mental health disability	11	61.1%	7	38.9%	18
Medical disability	28	63.6%	16	36.4%	44

Among students who indicated they used drugs or medical supplies to accommodate their disability, those with medical disabilities (63.6%, 28/44) and those with mental health disabilities (61.1%, 11/18) were most likely to report such use. A large percentage of those with mobility impairments (46.7%, 49/105) also indicated that they used drugs or medical supplies to accommodate their disability.

Students could also specify other aids or services used to accommodate a disability, and among those students who did so, (18.9% of all respondents, 66/349), the items most frequently mentioned by them (3.2% of all respondents, 11/349) were visual aids (monocular, magnifying glass, screen enhancers, etc.). Certain learning-related or academic aids and services, such as software, academic and testing accommodations, tutoring, and research assistance were indicated by 5.6% (19/349) of all respondents.

We also asked students to indicate if they required any modified building features or special transportation services to attend school: 23.8% of all respondents (83/349) indicated that they did, while 74.2% (259/349) indicated they did not. Of those who required such features the bulk were students who indicated that they had mobility impairments (80.7%, 67/83). Among all student respondents with mobility impairments 65.5% (67/102) indicated that they required modified building features or special transport services to attend school

E. Problems of Access

Table 2.11 Numbers and Percentages of Students Indicating Would Use Aid or Service But Do Not Have Access by Aid or Service Types

	Percentage	Number
Guide dog	.6%	2
Alternative format (e.g. braille, large print, audio, etc.)	2.3	8
Sign language interpreter	1.4	5
Hearing aid	2.9	10
Communication board	.3	1
Wheelchair/scooter	.9	3
Crutches or other walking aid	.3	1
Attendant care services	1.4	5
Adaptive technology (e.g. computers, brailers, calculators, etc.)	8.0	28
Drugs and medical supplies	1.1	4
Specialized transport	2.0	7
Academic accommodation	8.3	29
Extended testing time	2.3	8
Other	14.0	49

Students were also asked if there were aids or services they would use to which they did

not have access. Among the 30.7% of respondents who indicated that there were such aids or services, the most frequently mentioned were academic accommodations (8.3% of all respondents) and adaptive technology (8% of all respondents). While there are no clear disability-related distinctions among those who would use but have no access to academic accommodations, there were some disability-related differences among those who would use but have no access to adaptive technology. For instance, 20% of those who are blind or visually impaired (11/55) indicated they had problems of access to adaptive technology. It should also be noted that though the total number of students requiring hearing aids is small (2.2% of all respondents, 10), this number represents 22.2% of all students who are deaf or hard of hearing. In addition, 14% of respondents indicated that they would use but did not have access to some "other" type of aid or service and, among these, computer equipment, services (internet), and software (voice-activated, notetaking, and spellchecking) were most frequently mentioned (5.5% of all respondents).

Table 2.12 Numbers and Percentages of Students Indicating No Access to Some Aids/Services by Number of Disabilities Reported

	Percent indicating there are aids/services to which they have no access	Number responding/ Size of group
One type of disability indicated	22.3%	73/278
Two types of disability indicated	44.4%	20/48
Three types of disability indicated	66.7%	10/16
Four types of disability indicated	80.0%	4/5

Students were more likely to have problems of access to certain aids or services depending on the number of disabilities they reported. While 22.3% of those who reported one type of disability indicated that there were aids or services they would use but did not have access to, 44.4% of those who reported two types of disability, 66.7% of those who reported three types of disability, and 80% of those who reported four types of disability had problems of access to some aids or services. Thus, though the numbers of students reporting two, three or four different types of disabilities are small, problems of access to aids and services appear to be greater for students whose disability-related problems may be more severe.

Students were also asked whether their lack of access was related to the lack of a program to fund the purchase of an item, lack of personal funds to purchase an item, lack of availability of an item in their area, or for some other reason. Most of those students who responded, indicated that the aids or services they needed but did not have were unavailable to them because they were too costly for personal purchase (16.3%, 57/349).

Several students who listed other reasons indicated that they were often unsure about their own needs and either did not know who to ask or how to ask for certain items. In one open-ended response, a student indicated that his uncertainty about eligibility for a specific

service had prevented him from accessing books on tape:

✎ Just found out by chance I was eligible for books on tape. Didn't know service was available. Wish I had found out sooner. *Mobility impaired, Learning Disability; College, BC*

Prior awareness of the aids and services that might be useful is obviously important. In still other open-ended responses, however, students indicated that services available to them at institutions they had previously attended might not be available at the institution they currently attend.

✎ I was informed at [The University] that there was no funding for scribing and that my documentation was not specific enough about this service, even though I had documentation to show that I needed this service for high school provincial exams and that this was a service I received at [The College]. *Learning Disability; College, BC*

✎ Our university has some excellent services for students with disabilities (e.g. computer lab, laptops to borrow, note takers, etc.) but very poor other student services such as help with study skills (even for students without disabilities who might find them helpful). We do have workshops for multiple choice exams, etc. but nothing very extensive. Having attended 2 other schools prior to [The University], I have used the study skills counsellors' services there and have found them to be more accessible to students (and they have more resources devoted to helping students, i.e. more staff). *Learning Disability; University, QC*

F. Financial Support

Student respondents received financial support from a variety of different sources. Many received benefit, pension or grant income from public or private sources (44.7%, 156/349). A roughly similar proportion of students received funding through a federal/provincial student loans program (39.5%, 138/349), while a smaller proportion had received scholarships or academic awards (19.8%, 69/349).

Table 2.13 Numbers and Percentages of Students Identifying Number of Source Categories of Financial Support

	Percentage	Number
Three identified source categories	3.5%	(11/316)
Two identified source categories	24.4	(77/316)
One identified source category	45.5	(144/316)
No funding sources identified	26.6	(84/316)
Total	100.0	(316/316)

Student responses to the three questions about the types of financial support they had received were grouped and compared. Some students received funding through more than one of the source categories identified, that is Benefit/Pension programs, Student Loans programs and Scholarship/Academic Awards programs. Of the 316 students who responded to all three questions, 3.5% (11/316) received funding from all three of the source categories identified. The bulk of students received support through one (45.5%, 144/316) or two of the source categories identified (24.4%, 77/316), while 26.6% (84/316) indicated that they had not received funds from any of the programs identified. Thus, a little more than a quarter of the respondents appeared to be dependent on their own or family resources to fund their expenses while pursuing post-secondary education.

Table 2.14 Numbers and Percentages of Students Receiving Student Loan Funding (CSL/QSFAP/NTSFAP) by Province

	Received Student Loan Funding					
	Yes %	N	No %	N	Total %	N
Provinces with <20 respondents						
Newfoundland	27.3%	3	72.7%	8	100%	11
Nova Scotia	42.9	3	57.1	4		7
New Brunswick	60.0	3	40.0	2		5
Manitoba	33.3	4	66.7	8		12
Saskatchewan	44.4	4	55.6	5		9
Provinces with >20 respondents						
Quebec	44.4%	28	55.6%	3	100%	63
Ontario	43.5	60	56.5	78		138
Alberta	40.5	15	59.5	22		37
British Columbia	36.0	18	64.0	32		50
Total Responding						332

The percentages of students receiving student loan funding by province were more varied within the smaller provinces but this variation may be a result of the small size of the respondent groups (see Table 2.14). In the larger provinces, a slightly greater percentage of students in Quebec (44.4%, 28/63) were in receipt of student loan funds than in the other three larger provinces. Among respondents from British Columbia, 36% (18/50) were in receipt of student loan funds.

The percentages of students receiving benefit/pension support by province was again more varied within the smaller provinces but in general there were greater numbers reporting receipt of benefit/pension program support than student loans as was the case for the respondent group as a whole (see Table 2.15). Within the larger provinces, students in Alberta (29.3%, 12/41) were much less likely than those in other provinces to be in receipt

of benefit/pension program support and were less likely to be in receipt of this kind of funding than they were to be receiving student loan funding. Among the larger provinces, students in British Columbia were most likely to be in receipt of benefit/pension program support (55.3%, 26/47).

Table 2.15 Numbers and Percentages of Students Receiving Benefit/Pension Support by Province

	Received Benefit/Pension Support					
	Yes %	N	No %	N	Total %	N
Provinces with <20 respondents						
Newfoundland	45.5%	5	54.5%	6	100%	11
Nova Scotia	71.4	5	28.6	2		7
New Brunswick	60.0	3	40.0	2		5
Manitoba	41.7	5	58.3	7		12
Saskatchewan	50.0	5	50.0	5		10
Provinces with >20 respondents						
Quebec	44.8%	30 (n)	55.2%	37 (n)	100%	67
Ontario	47.8	65	52.2	71		136
Alberta	29.3	12	70.7	29		41
British Columbia	55.3	26	44.7	21		47
Total Responding						325

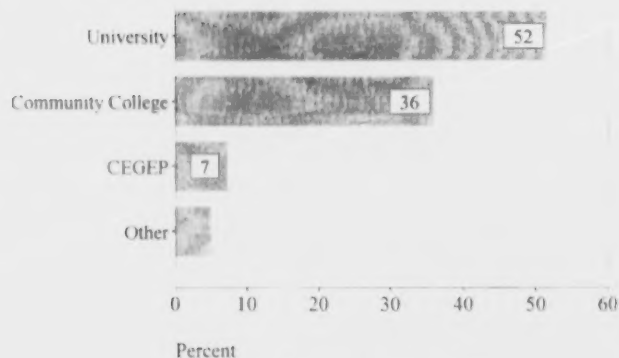
Students who indicated they received benefit/pension program support were asked to indicate from which of several such programs they had received support. Among the programs most frequently indicated were public programs of support such as Social Assistance/Welfare (16% of all respondents, 56/349) CPP/QPP Disability pension programs (12%, 42/349) and provincial grants programs for students with disabilities (14.3%, 50/349). Of the 14.3% of all respondents who indicated that they had received provincial education grants for persons with disabilities, most came from Quebec. In this one program area there was much greater variation among all provinces in terms of the percent of the provincial total who were in receipt of such support and particularly low percentages of the provincial total reporting receipt of such grants in two of the larger provinces, Ontario (5%, 7/141) and Alberta (7.3%, 3/41).

Table 2.16 Numbers and Percentages of Students Receiving Provincial Education Grant for Persons With Disabilities by Province

	Received Provincial Education Grant					
	Yes %	N	No %	N	Total %	N
Provinces with <20 respondents						
Newfoundland	45.5%	5	54.5%	6	100%	11
Nova Scotia	28.6%	2	71.4%	5		7
New Brunswick	60.0%	3	40.0%	2		5
Manitoba	8.3%	1	91.7%	11		12
Saskatchewan	10.0%	1	90.0%	9		10
Provinces with >20 respondents						
Quebec	25.0%	17	75.0%	51		68
Ontario	5.0%	7	95.0%	134		141
Alberta	7.3%	3	92.7%	38		41
British Columbia	21.2%	11	78.8%	41		52
Total						349

G. Institutions, Programs and Enrolment Status

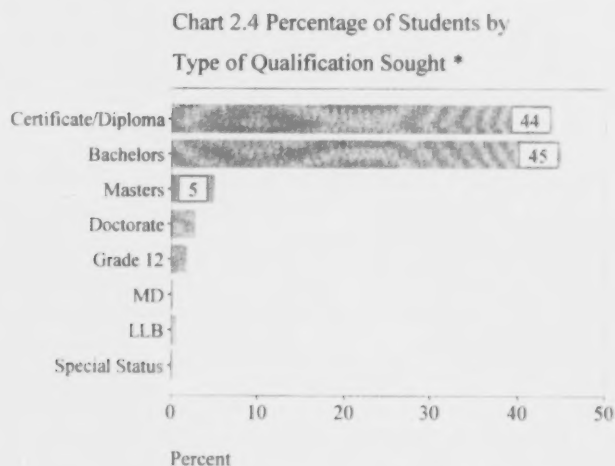
Chart 2.3 Percentage of Students by Type of Institution *



* Based on the 337 students that reported type of institution

There are 102 different institutions represented among the students responding to the survey. Roughly half of all students responding were registered at a university, 36.7% were at a community college, and 7% were at a Cégep. Another 5% chose to indicate some 'other' type of institution and these students were registered at a college-level institution, such as a university-college, a trades/vocational institute, a distance learning institute, or a private college, or were completing studies in a health-related field at a hospital.

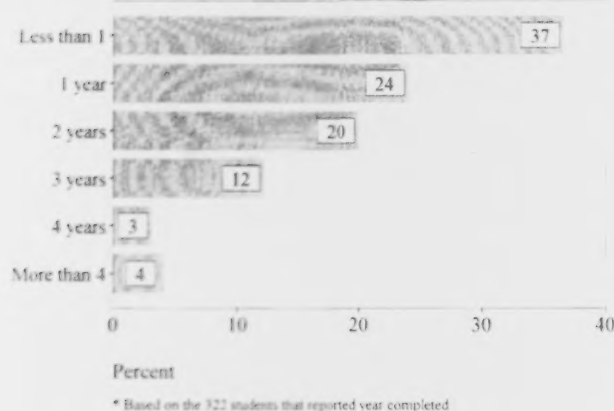
Students were asked if they had chosen to attend a particular institution on the basis of issues of accessibility (e.g. services offered), or academic programs offered, or for some other reason. They also had the option of indicating more than one reason. Although accessibility appears to be important, with 40.4% of all respondents (141) indicating that this was among the reasons for choosing a particular institution, it is clear that academic programs offered were of greater importance in general (74.2%, 259). In addition, among the 31.5% who provided other reasons for attending a particular institution, a large percentage indicated that they chose an institution that was close to home (17.2%, 60).



* Based on the 318 students that reported type of qualification sought

In terms of types of qualifications sought, most students were pursuing either a bachelor's degree (45% of all respondents, 143/349) or a certificate/diploma (44%, 140), with a small percentage pursuing a master's degree (5%, 16) or a doctorate (2%, 9). Among the 3% indicating some other type of qualification, most were attempting to complete Grade 12 at a community college (2% of all respondents, 6). Among those not enrolled to pursue a specific degree/diploma program (9.5%, 33), most were attempting to qualify for a degree/diploma program (4%, 14).

Chart 2.5 Percentage of Students by
Year Completed as of 01/09/97 *



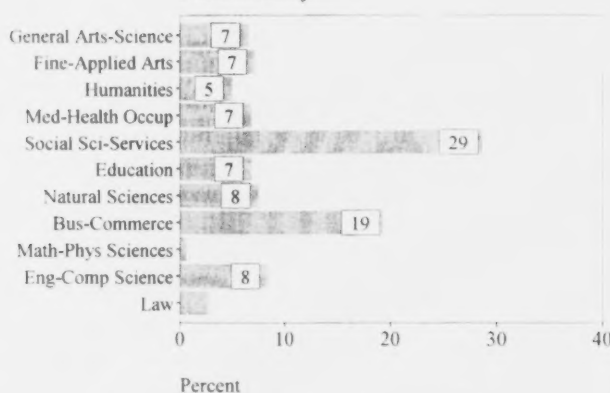
Most respondents had completed one year or less of their program as of September 1997, the beginning of the academic year 1997/98, when the survey was fielded (61%, 194).

Table 2.17 Numbers and Percentages of Students Grouped by Years completed as of 01/09/97 by Type of Institution

Years completed as of 01/09/97	Type of Institution		
	University	Community College	Cégep
Less than 1 year	28.1% (n=47)	49.5% (n=54)	45.8% (n=11)
1 year	19.2% (32)	26.6% (29)	16.7% (4)
2 years	23.4% (39)	17.4% (19)	20.8% (5)
3 years	17.4% (29)	5.5% (6)	12.5% (3)
4 years	5.4% (9)		
More than 4 years	6.6% (11)	.9% (1)	4.2% (1)
Totals	100.0% (167)	100.0% (109)	100.0% (24)

Because community college and Cégep programs are shorter than university programs, fewer students had completed 2 or more years at these institutions than at the university level (see Table 2.17). Roughly half of all community college students (49.5%, 54/109) and 45.8% (11/24) of all Cégep students had completed less than 1 year of their program as of September 1997, whereas 28.1% (47/167) of all university students had completed less than 1 year and respondents were more evenly distributed between 1, 2 and 3 years completed. Student respondents were contacted through their disability service office and it is perhaps more likely that students in their first year at the college and Cégep level would have more occasion to contact a service office at this point than later in their programs.

Chart 2.6 Percentage of Students by
Field of Study *



* Based on the 320 students that reported field of study

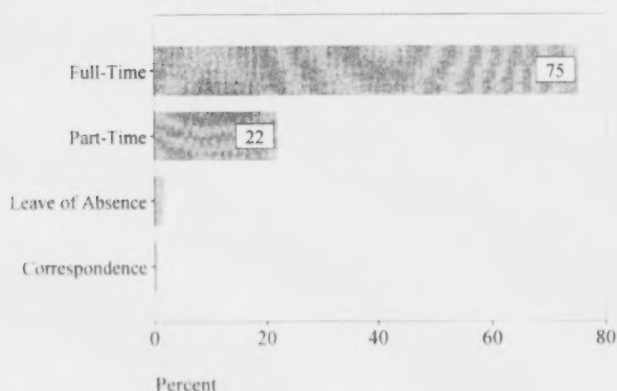
Respondents were asked to report their field of study in an open-ended question and these were recoded and grouped into categories adapted from the University and College Student Information System (Statistics Canada) field of study categories. The highest proportion of respondents were enrolled in a Social Science/Social Service program (29%, 92) while the second highest indicated enrolment in a Business/Commerce program (19%, 62). The lowest proportion reported enrolment in Math/Physical Sciences programs (.6%, 2). The pattern of concentration in Social Science/Service and Business/Commerce programs is similar to that observed in a NEADS study conducted in 1996.

When broken down according to type of institution, some patterns emerge with respect to the concentration of students in certain fields of study. A greater percentage of students enrolled in Social Science/Social Service programs are studying at the university level (58.4%), whereas a greater percentage of those enrolled in Business/Commerce programs are studying at the community college level (65%). The relatively small numbers of students enrolled in other fields of study make generalizations about distribution across types of institution in other cases difficult.

Table 2.18 Percentages of Students in Field of Study by Type of Institution

Field of Study	Type of Institution				Totals
	University	Community College	Cégep	Other	
General Arts and Science	57.1%	19.0%	23.8%		100.0%
Fine and Applied Arts	34.8	39.1	17.4	8.7	
Humanities	100				
Med. & Health Occup.	40.9	50.0	9.1		
Social Science/Service	58.4	25.8	12.4	3.4	
Education	61.9	33.3	4.8		
Natural Sciences	83.3	8.3	8.3		
Business/Commerce	25.0	65.0	10.0		
Math/Physical Sciences	50.0	50.0			
Engineering/Comp Sci.	40.0	52.0	8.0		
Law	88.9	11.1			
Total number	164	110	24	14	312

Chart 2.7 Percentage of Students by Enrollment Status *



* Based on the 321 students that reported enrollment status

The majority of respondents indicated that they were enrolled full-time (75%, n=242). It should be noted here that the definition of full-time study within the Canada Student

Loans Program is different for students with disabilities than for those without. Students with disabilities must be taking 40% of a full course load to qualify as full-time, whereas students without disabilities must be taking 60% of a full course load.

No significant differences were observed in enrolment status across types of institution, types of qualifications being pursued, or gender. Among the small number of students attending only night classes (5.7% of all respondents, 20/349), most were enrolled on a part-time basis (68.4% of those attending only night classes, 13/20). Among those who attended any night classes (26.6% of all respondents, 93/349) most were enrolled on a full-time basis (74.4% of those attending any night-classes, 67/93).

Table 2.19 Numbers and Percentages of Students Indicating that Attendance Requires Modified Buildings/Transportation by Enrolment Status

	Enrolment Status			Total
	Full-time	Part-time	Other	
Requires Modified Features	18.9% (45)	40.6% (28)	37.5% (3)	24.1% (76/315)
Does Not Require	81.1 (193)	59.4 (41)	62.5 (5)	75.9 (239/315)
Total	100 (238)	100 (69)	100 (8)	100 (315)

Among those studying part-time, 40.6% (28/69) required modified building features or special transportation services to attend school, whereas only 18.9% (45/238) of those studying full-time required such features. Among those who require modified building features or special transport services, the majority still chose to study full-time: 54.2% of those who require modifications chose to study full-time (45/83). However, this is 15.1 percentage points less than the average for all students responding (69.3% studying full-time, 42/349).

H. Services On Campus

Most respondents (95.1%) attended an institution that had a campus office that coordinated services for students with disabilities and most had visited or contacted this office directly (93.7%). Since the survey was distributed through campus offices, it was expected that most student respondents would attend an institution where such facilities existed.

Table 2.20 Numbers and Percentages of Students Indicating Became Aware of Services for Students with Disabilities by Method Specified

	Percentage	Number
Admissions Package	41.3%	(144)
Course Calendar	22.6	(79)
High School or Other Institutional Advisor	19.2	(67)
Another Student	14.3	(50)
Professor	10.6	(37)
Student Association Handbook/Material	16.3	(57)
Institution's Admissions Counsellor	20.9	(73)
Other	26.9	(94)

We asked students how they had become aware of the services offered to students with disabilities at their institution. Students could indicate as many categories as were appropriate and could also indicate any methods that were not listed. Students most frequently indicated they had found out about services through their admissions package (41.3%, 144/349). Others indicated that they had been made aware by another student (14.3%, 50/349) or a professor (10.6%, 37/349). Thus, it seems likely that many students become aware of the range of services offered after they have made a decision to attend a particular institution. In one open-ended response a student indicated that the recruitment activities of the service office at the institution had sparked her awareness:

☞ A person from Services for Students with Disabilities came to one of my classes to recruit note takers for another student and I got the address. *Medical Disability; University, AB*

Still others indicated that they had been made aware of services at their institution by contact with a high school or other institutional advisor (19.2%). In specifying other methods, 9.2% of all respondents (32/349) indicated that they had received information about services from a health practitioner, a rehabilitation or career counsellor, or through some social services counsellor. Thus contact with agencies and institutions, whether educational or community-based, can provide students with an informed awareness of what services they may expect. A smaller percentage of students also indicated that they had found out about services through their own research (5.7% of all respondents, 20/349):

☞ I went to disability services before I was accepted. I called the school and met

with the teachers. I decided if I liked their services before I decided to go to the school or not. *Learning Disability; College, ON*

A small percentage of students (10.6%, 37/349) indicated that they were required to pay for certain services. Open-ended responses indicate that the types of services for which students may be required to pay are varied:

☒ Pay for tutor. *Learning Disability; University, QC*

☒ Research assistance very expensive. *Mobility impaired; University, BC*

☒ Note taking paper, Note taker, Tutor. *Mobility impaired; College, ON*

☒ Elevator key. *Mobility impaired; Cégep, QC*

☒ Transcription to large print 7 cents/page. *Blind/Visually impaired; University, AB*

Some students indicated that they could seek reimbursement through a government program for the service they had to pay for, but this was nonetheless problematic for some:

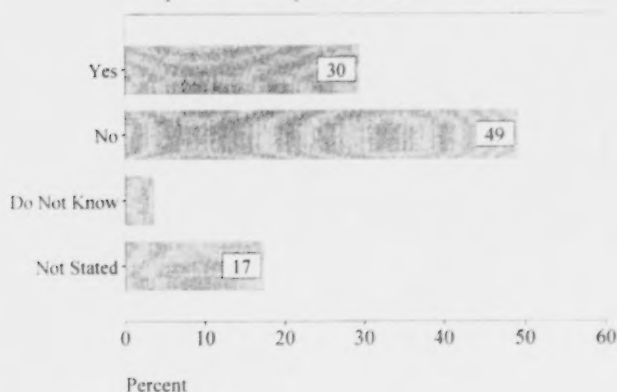
☒ Pay for large print and tapes, covered under VRDP in Alberta. *Blind/Visually impaired; College, AB*

☒ Our DSS office now requires students with disabilities to pay for final examinations. I believe the money goes toward paying invigilators, and apparently, the student is reimbursed by the Quebec government via the Allowance For Special Needs, but the fact is that we are now charged for taking exams. *Blind/Visually impaired; University, QC*

☒ If I apply through Disability Services for funding, then I am required to apply for grants and bursaries that are taxable income. *Deaf/Hard of hearing; University, MB*

I. Representation

Chart 2.8 Percentage of Students by
Independent Group for SWDs *



* Based on all 349 student respondents

Respondents were asked if their institution had an independent group organized by and for students with disabilities, and 30% of all respondents (103/349) indicated that they were aware that such a group existed at their institution. Roughly half (49%, 172/349) indicated that no such group existed. A further 4% indicated that they did not know, while 17% did not state.

Table 2.21 Numbers and Percentages of Students Indicating Their Institutions Has an Independent Group for Students with Disabilities by Type of Institution

	University	Community College	Cégep	Other	Total
Yes	49.3% (71)	24% (24)	26.1% (6)	7.7% (1)	(102)
No	44.4% (64)	72.0% (72)	73.9% (17)	92.3% (12)	(165)
Don't Know	6.3% (9)	4.0% (4)			(13)
Total Responding	100% (144)	100% (100)	100% (23)	100% (13)	(280)

Roughly half of all university students who responded to the question (49.3%, 71/144) knew of an independent group organized by and for students with disabilities at their institution; 24% (24/100) of all community college students, 26.1% (6/23) of all Cégep

students and 7.7% (1/13) of those registered at some other type of institution knew that such a group existed.

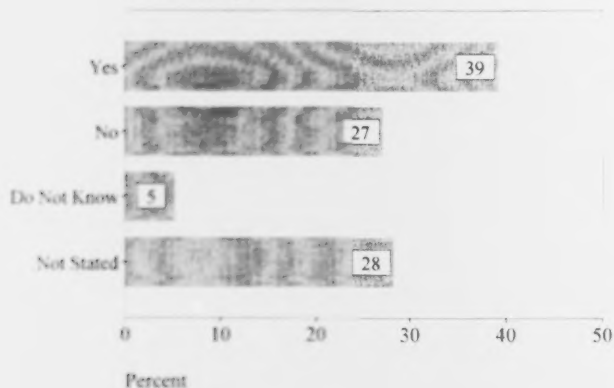
Table 2.22 Numbers and Percentages of Students Indicating Participation in Independent SWD Group by Type of Institution

Type of Institution	Percentage	Number
University	74.3%	(26)
Community College	14.3%	(5)
Cégep	11.4%	(4)
Other	0%	(0)
Total	100%	(35)

A small percentage of respondents (10%, 35/349) indicated that they participated directly in the activities of an independent group organized by and for students with disabilities. Among these students, the majority were registered at the university level (74.3%, 26/35).

When asked if there was an accessibility committee in place at their institution, 39% of all respondents indicated that they were aware of such a committee and 27.2% indicated that none existed at their institution. Another 5% indicated that they did not know of the existence of such a committee and 28% did not respond to the question.

Chart 2.9 Percentage of Students by Accessibility Committee *



* Based on all 349 student respondents

Table 2.23 Numbers and Percentages of Students Indicating They Have an Accessibility Committee by Type of Institution

	University	Community College	Cégep	Other
Yes	68.5% (87)	43.5% (37)	35.0% (7)	27.3% (3)
No	25.2% (32)	47.1% (40)	65.0% (13)	54.5% (6)
Don't Know	6.3% (8)	9.4% (8)		18.2% (2)
Total Responding	100% (127)	100% (85)	100% (20)	100% (11)

Among those university students who responded to the question, 68.5% indicated that their institution had an accessibility committee (see Table 2.22). Among college students responding, 43.5% indicated that their institution had an accessibility committee, while 35% of Cégep students and 27.3% of those registered at some other type of institution indicated the existence of an accessibility committee.

Respondents who indicated that an accessibility committee was in place at their institution, were asked whether this committee included representation from students with disabilities. Of the 137 students who indicated that an accessibility committee existed at their institution, 70.1% (n=96) indicated that such representation was in place, or 27.5% of all respondents.

Table 2.24 Number and Percentages of Students Indicating Student With Disabilities Represented on Accessibility Committee by Type of Institution

	University	Community College	Cégep	Other
Yes	77.6% (66)	52.5% (21)	44.4% (4)	50.0% (3)
No	14.1% (12)	45.0% (18)	55.6% (5)	33.3% (2)
Don't Know	8.2% (7)	2.5% (1)		16.7% (1)
Total Responding	100% (85)	100% (40)	100%(9)	100% (6)

It was also more common for university level accessibility committees to include representation of students with disabilities. Among those university students who responded when asked about representation for students with disabilities on an accessibility committee at their institution, 77.6% indicated that such representation was in place, while 52.5% of responding college students, 44.4% of responding Cégep students and 50% of those registered at some other type of institution who responded to the question indicated that student representation was in place.

Chapter Three: Service Provider Assessments

Service Providers were asked to rate the facilities and services available at their institution - as either 'excellent', 'good', 'fair', 'poor', or as 'not available' or 'do not know'. Nonresponses were coded as 'not stated'. Some service providers directly identified the missing category in the scale: 'not applicable', while others described how the categories and/or features were not applicable to their campus (see Appendix Two). To see the original version of the questions, see Appendix Four.

Facilities and services were grouped according to various features of accessibility: physical accessibility (main buildings, adaptive equipment, safety and emergency features, as well as accessibility to labs, on-campus housing and transportation etc.); educational accessibility (entrance examinations, preparation and orientation, athletic programs and facilities, assistance with course work and materials, support for instructors, student services, as well as examinations and course requirements); accessibility program and administration (administrative support and policies, volunteer services); and external community (liaison and transportation). Within each of these categories, respondents were asked to rate a series of 199 specific facilities and services in terms of accessibility - see Charts 3.1 to 3.199 at the end of this section.

As well, service providers were asked to provide any written comments on these features of accessibility, allowing them to elaborate on a rating, or to describe unique situations at their institution. These comments are itemized in Appendix Two.

The present chapter provides a review of these institutional self-ratings of the various features of accessibility, and is grouped into the following sections: Physical Accessibility of Buildings; Physical Accessibility of Equipment and Labs; Physical Accessibility of Safety, Housing and Transportation; Educational Accessibility and Program Intake; Educational Accessibility and Special Programs; Educational Accessibility and Materials/Coursework Accommodations; Accessibility Programs, Administration and Volunteers; and Accessibility of External Community.

A. Physical Accessibility of Buildings

Service providers were asked to rate specified features of 'typical' main campus buildings: main student services building; main administration building; main library building; main food services building; and book store. A very common response in the open-ended comment sections was to indicate that one or more of these building categories were either combined in a single building, or that they were not housed in a single building - this likely accounts for much of the nonresponse to these questions.

Respondents were asked to rate each main campus building according to a series of common features: identified parking spaces; low grade ramps; low pressure doors; wing door handles;

wide doorways; automatic doors; accessible washrooms; handrails on walkways; wide aisle areas; accessible service counters; special services for customers; with disabilities; elevators in all areas; braille/large print floor; elevator numbers; braille/large print elevator buttons; floor bells in elevators; coloured strips on stairs; outside lighting, according to a scale including the ratings: Excellent, Good, Fair, Poor, and Not available - see Charts 3.1 to 3.86.

In the open-ended portions of the building physical accessibility questions, service providers often commented on the variations in buildings on and across campuses. For instance, some campuses provide all services in a single building, while others provide all or most services in many buildings (which are interconnected in various ways):

☞ Bookstore, food services, student services, health, counselling, employment same building. *University, Atlantic Canada*

☞ The college is all under one roof! *College, AB*

☞ Brand new building. Note: all [The University's] buildings are interconnected so questions related to handrails, ramps, and parking are not really applicable to specific buildings. *University, BC*

In the case of the ratings, service providers tended to rate the facilities of buildings as Good or Excellent, however, they tended to include more ratings of Poor or Not Available in the case of some features. For example, the majority of service providers rated accessible washrooms as either Good or Excellent: Main Student Services Building - 78% (54/70) (Chart 3.7); Administration Building - 66% (46/70) (Chart 3.18); Library - 62% (43/70) (Chart 3.41); Food - 62% (43/70) (Chart 3.59); Book Store - 62% (43/70) (Chart 3.76).

Service providers also described, in open-ended responses, numerous successes, and plans for future buildings (see Appendix Two). For example:

☞ [Main Student Services Building] Stairways textures, contrasting colours. Flooring has contrasting colours and blocks. One elevator is hands-free. Hands-free water fountains. *University, SK*

☞ [Main Library Building] Il y a une borde contrastante de l'entrée jusqu' au local de travail adapté réservé aux étudiants handicapés visuels. *Université, QC*

☞ [Main Library Building] The main adaptive technology lab campus is located on the ground floor of [one] Library. The coordinator for special readers' services is also located in this building; an adaptive lab for students with disabilities is located in [another] library. *University, ON*

✎ [Main Student Services Building] New Building - just opened this year. Many improvements. *College, Atlantic Canada*

✎ [Main Student Services Building] Please note - a new student services building is currently under construction... open fall 1999. *University, QC*

On the other hand, some building accessibility features were rated lower, or as Not Available by some service providers (i.e. coloured strips, wing door handles, and accessible elevator features). Note, for example, a higher proportion of service providers rated Automatic Doors as Not Available in the case of some buildings: Main Student Services Building - 26% (18/70) (Chart 3.6); Administration Building - 24% (17/70) (Chart 3.23); Library - 27% (19/70) (Chart 3.40); Food - 24% (17/70) (Chart 3.58); Book Store - 40% (28/70) (Chart 3.75).

Service providers also tended to describe problems or gaps in building accessibility features. For example:

✎ [Main Student Services Building] Elevator is claustrophobic; student in wheelchair would have to back out and turn; on special services offered, however, assistance provided when obvious or needed. *University, ON*

✎ [Main Student Services Building] Accessible washroom has to be backed into. *University, ON*

✎ The primary residence's main dining hall has to be reached by an elevator that requires the customer student to travel through the kitchen. Many commercial food outlets are accessible; others are not. *University, AB*

✎ [Book Store] Part of the store is inaccessible and their solutions for this are OK but not great. The store should be ramped. *University, SK*

A common comment in the open-ended sections of the building accessibility features rating questions was the contrast between new buildings with better accessibility features, and older buildings that have been renovated or require renovations. For example:

✎ [Main Student Services Building] Older buildings with lots of idiosyncracies. *University, ON*

✎ [Main Student Services Building] Ancienne bâtisse mais les nouvelles constructions tiennent compte des normes. *Collège, QC*

✎ The Arts (Annex) was built in 1991. There are excellent floor bells in the elevators in the Annex; there are none in the older section of the Administration Building (constructed in the 1960s). There are Braille elevator buttons in the Annex, and large print floor elevator numbers in the older section of the Administration Building. *University, Atlantic Canada*

B. Physical Accessibility of Equipment and Labs

Service providers were asked to rate the accessibility of: Special Equipment (scanner, CCTV, braille, 4-track recorder, TDD/TTY, phonic ears/FM amplifier, acoustically treated rooms, talking calculator, wheelchairs, specialized software for students with learning disabilities); Adaptive Computer Equipment (voice recognition, internet access, loaner lap-tops, braille printers, braille displays, real-time captioning, screen reading software, adapted computer keyboards, hearing assistance software, adaptive technology training, and separate adaptive technology resource centre); and Labs (accessible counters in physical science labs, accessible computer labs, and adaptive computer technology in computer labs). See Charts 3.87 to 3.109 and 3.115 to 3.118.

Overall, service providers rated these types of facilities favourably. The highest rated type of equipment seems to be computer or internet-based facilities. For example, a full 76% (53/70) rated internet access as either Excellent or Good, and only 3% (2/70) reported this feature as Not Available (Chart 3.98). Similarly, 52% (36/70) rated accessible computer labs (Chart 3.117), and 53% (37/70) rated screen enlarging software as either Excellent or Good (Chart 3.105). These types of equipment were also described favourably in the open-ended responses. For instance:

✎ [Special Equipment] Voice recognition; speech output systems; training in use of assistive technology; formal assessments for assistive technology. *College, AB*

✎ [Adaptive Computer Equipment] Adaptive technology training is available on all software and hardware. *University, ON*

On the other hand, some features were rated low or Not Available. For instance, 47% (33/70) of service providers rated acoustically treated rooms as Not Available. Similarly, while 20% (14/70) rated acoustically treated rooms as Fair or Poor, only 12% (8/70) rated them as Excellent or Good (Chart 3.93). Also, a full 41% (29/70) of service providers rated specialized technology in physical science labs as Not Available (Chart 3.116). These types of gaps are also described in the open-ended responses:

✎ [Adaptive Computer Equipment] Students get their own equipment normally. *College, BC*

✎ [Access to Labs] Labs are not specifically designed to be accessible, but individual arrangements are made to accommodate each individual student. *University, ON*

✎ [Access to Labs] Lorsque nous avons des élèves en fauteuil roulant dans un lab, nous faisons adapter un espace de travail. *Collège, QC*

Again, a common pattern in the open-ended responses was the description of plans to improve accessibility to these types of adaptive equipment:

✎ [Access to Labs] Lab accessibility being implemented over time and as needed. *University, ON*

✎ [Special Equipment] Regarding software: We are presently investigating for purchase of several programs. *College, AB*

✎ [Special Equipment] We've just put in a request to upgrade and expand our equipment to the tune of \$90,000 - there is a good chance we will get some of this. *University, AB*

✎ [Adaptive Computer Equipment] Regarding hearing-impaired software: Under investigation for purchase. *College, AB*

Service providers also described some sources of funding for adaptive equipment, such as grants and government programs. For example:

✎ [Adaptive Computer Equipment] Most of the adaptive computer equipment/technology has been acquired through grant writing, fund raising and donations. *University, Atlantic Canada*

✎ [Adaptive Computer Equipment] All adaptive equipment is arranged for, provided and maintained by SET/BC and is provided to students individually through SOG and provincial funds. *College, BC*

✎ [Adaptive Computer Equipment] We have no budget. Our equipment has been purchased through provincial access grants. *University, MB*

In the case of Cégeps, regionally-based, but provincially administered, equipment sharing programs are in place:

✎ [Special Equipment] Les équipements spécialisés sont fournis par un organisme

parapublic aux élèves qui en ont besoin. *Collège, QC*

✎ [Special Equipment] Tous ces équipements peuvent nous sont fournis par [Cégep...] lorsque le besoin est exprimé par un étudiant. *Cégep, QC*

✎ [Adaptive Computer Equipment] Équipement spécialisée à louer par le biais de l'équipement provincial. Nous sommes toujours rattachés au [Cégep...] à ce sujet. *Cégep, QC*

C. Physical Accessibility of Safety, Housing and Transportation

Service providers were asked to rate a series of non-academic service features, i.e.: Safety, Emergency Features (safety policies, refuge alarms, flashing alarms, emergency procedures, and emergency assistance); Access to On-Campus Housing (identified parking spaces, low grade ramps, low pressure doors, wing door handles, wide doorways, automatic doors, accessible washrooms, handrails on walkways, accessible rooms, and attendant care); and Adapted On-Campus Transportation (on-campus transportation, convenient hours of service, and affordable cost). See Charts 3.110 to 3.114 and Charts 3.120 to 3.131.

With respect to Safety and Emergency procedures, service providers tended to rate their campuses high. For instance, over 50% of service providers rated Safety Policies (Chart 3.110), Emergency Procedures (Chart 3.113), and Emergency Assistance (Chart 3.114) as either Excellent or Good.

In terms of open-ended responses, service providers described a range of levels of service provision (or lack thereof). For instance:

✎ Security knows where each disabled student is when in class. *College, QC*

✎ The main campus is connected almost entirely by a series of tunnels and skywalks as well as mini-wheelchair elevators and lifts. The university has a 24-hour telephone service for reporting on-campus physical accessibility concerns (e.g. snow clearing, elevator repairs, light bulb replacements). *University, Atlantic Canada*

✎ Aucune mesure spécifique pour les étudiants handicapés. *Collège, QC*

However, the most common description included plans to improve safety and emergency services. For instance:

✎ Starting to get organized in this area. *University, BC*

✂ Flashing alarms are gradually being installed in the 90-year old buildings on our campus. *University, AB*

✂ We don't have a safety officer; Safety committee is presently inactive but hopefully operational again soon. *College, AB*

✂ Regarding flashing alarms: will be shortly. *University, BC*

Similarly, while a good proportion of service providers do not provide on-campus housing, and do not rate the facilities, those that do rate the facilities, tend to rate them favourably (see Charts 3.119 to 3.128). As well, large proportions of service providers do not rate on-campus transportation. However, those that do rate the services, tend to rate them favourably (see Charts 3.129 to 3.131).

In terms of open-ended responses, service providers tended to describe a range of facilities, and, again, plans to improve facilities. For instance:

✂ Varies from building to building; some are very good others are completely inaccessible. *University, BC*

✂ Low-grade ramps; depends on building; accessible washrooms depends on building. *University, ON*

✂ New accessible dorms are planned. *College, BC*

Similarly, a range of on-campus transportation services were described, ranging from not necessary, to a time-limited service of varying cost. For instance:

✂ Our campus is small and we don't need "on-campus transportation". Our local Handi-Transit Co. drives right onto the campus. *University, ON*

✂ Rarely necessary. Sometimes our security people have transported or we use taxis. *University, ON*

✂ No charge for service. Earliest ride is at 8:15 am. Last possible ride is at 3:45 pm. Service Mon-Fri only. *University, MB*

✂ Community Handidart doesn't run after 4:30. *College, BC*

D. Educational Accessibility, Intake and Athletic Programs

Service providers were asked to rate a series of services related to educational accessibility and program intake, i.e.: Entrance Examinations (adaptations for exams and alternative test procedures); Preparation, Registration and Orientation (registration assistance, pre-registration for students with disabilities, TTY registration, study courses, orientation workshops, tours, mobility orientation, and classroom relocation); as well as Athletic Programs and Facilities for PWDs (adapted athletic/fitness programs, adapted athletic/fitness equipment, athletic/fitness specialists assistance with course materials).

Service providers tended to rate entrance examination services high. Adaptations for Exams, and Alternative Test Procedures, for instance, were both rated Excellent or Good by 60% (42/70) of service providers (Chart 3.133). These high ratings were also reflected in the open-ended responses:

✎ Available upon receipt of documentation. *University, BC*

✎ Have a clear policy with the Test Centre and Admissions regarding Accommodations for entrance exams. *College, ON*

✎ Enlarged print available for mature student-testing. Individual testing and extended time are offered for the mature-student testing. No braille version but oral testing an option. *College, ON*

✎ Nous mettrions en oeuvre les mesures si des cas particuliers en nécessitaient. *Cégep, QC*

Some aspects of preparation and orientation were also rated highly by service providers. For instance, a full 91% (64/70) of service providers rated registration assistance as either Excellent or Good (Chart 3.134). Similarly, 68% (47/70) rated orientation workshops (Chart 3.138), 80% (56/70) rated tours (Chart 3.139), and 59% (41/70) rated classroom relocation as either Excellent or Good (Chart 3.141). On the other hand, some features were rated low, or as Not Available. For instance, a full 51% (36/70) of service providers rated TTY registration as Not Available (Chart 3.136), and 19% (13/70) rated Mobility Orientation as Not Available (Chart 3.140).

Service providers again described a range of services and assessment in open-ended responses with respect to registration and orientation. For example:

✎ Students wishing to register using TTY may get help from Services for Students with Disabilities or directly from departments or registration office. Orientation is individual for all students coming to Services for Students with Disabilities followed

by group orientation at beginning of term. *University, AB*

☒ [Registration] Done by CNIB. *University, BC*

☒ These areas would be improved by having our consultants on campus over the summer. *College, AB*

Greater than 25% of service providers rated each of the athletic programs as not available on their campus (see Charts 3.142 to 3.144). On the other hand, where these programs were rated, they tended to be rated highly. Descriptions of these programs in the open-ended responses also tended to be favourable:

☒ Recreation staff give 1:1 attention to disabled students to customize recreational programming to individual needs. *College, AB*

☒ Rely on self-initiated requests for fitness programs - equipment available for those who can exercise only certain parts of their body. *College, ON*

E. Educational Accessibility and Academic Accommodation

Service providers were asked to rate a series of services related to educational accessibility and academic accommodation: i.e. Assistance with Lecture Notes, Assignments and Research Papers (note takers, photocopy pass, computer access, library assistance, on-campus readers, editing help, peer tutoring service, proof reading, sign interpreters, oral interpreters, remediation skills, NCR paper, lap-top computer, and other specialized note-taking services); Text-Book Access (on-campus large print texts, braille texts, talking books, page turners, CCTV, and assistance retrieving special texts); Support for Instructors (assistance with alternate teaching strategies, in-service training, case-by-case representation to instructors, and notification to instructors by administration); Student Services for Persons with Disabilities (vocational assessment, psycho-educational assessments, counselling, assistance with job placement, and tutoring); Course Requirements (oral examinations, extended exam time, formula to calculate extended time, private rooms for writing, alternative formats, exam study assistance, writers, readers, and modification of course/program requirements).

The ratings of these programs varies considerably across features (see Charts 3.145 to 3.181). Many of the features are rated high by service providers: e.g. 90% (63/70) rated extended exam time (Chart 3.175), 86% (60/70) rated library assistance (Chart 3.148) and 80% (56/70) rated counselling (Chart 3.171) as either Excellent or Good. On the other hand, a number of features were rated as Not Available by a sizeable proportion of service providers. For instance, 66% (46/70) rated page turners (Chart 3.162), 40% (28/70) rated braille texts (Chart 3.160), and 51% (36/70) rated on-campus large-print texts (Chart 3.159) as Not Available

In the open-ended responses, service providers identified the provision of assistance with lecture notes, assignments and research papers, where available, as based largely on the use of volunteers:

✂ Students are asked to help. A very small fee is paid to these students. We get \$5.00 for note-taker during one semester. *College, BC*

✂ Students may audiotape lectures using their own equipment. Students may be able to access instructor's notes and prepared overheads in some instances. Notetakers are volunteer (student picked and screened). Instructor or Disability Services staff may assist with recruiting volunteer notetaker. Student may photocopy notetakers notes at no charge in Disability

✂ Small population, sometimes difficult to match peers with appropriate tutors. *College, AB*

However, in the case of Cégeps, support for certain services is paid for by government agencies and often accessed through a larger Cégep.

✂ Preneur de notes, interprètes, ordinateurs portatifs, papier NCF - financés par le Ministère de l'éducation. Service de tutorat - non-disponible -> à développer. *Université, QC*

✂ #45.7: CAF centre d'aide en français pour les étudiants. #45.9, 10: Interprètes envoyés par [Cégep...] pour tous les étudiants malentendants. *Cégep, QC*

✂ [alternate text-book formats] Lorsque le besoin est exprimé, nous pouvons offrir ce service grâce à la collaboration du [Cégep...]. *Cégep, QC*

In the case of alternative text-book formats, however, other provincial governments provide similar support. For example:

✂ Where resources are needed, we work through Provincial Education Department to obtain. *College, MB*

✂ All transcription services and requests ordered through other agencies. i.e. W.R.M., recording for blind, PALS, etc. In-house braille available for classroom handouts and documents. Must be ordered 2 months before class starts. *College, ON*

✂ Braille dictionaries available; many English novels, plays, poetry (classics)

available on tape; Inter-library Loans Division of the campus library assists students to order special texts. *University, Atlantic Canada*

Service providers tended to rate instructor support features low. For instance, 42% (29/70) of service providers rated in-service training of instructors (Chart 3.166) as either Fair or Poor, and 19% (13/70) rated it as Not Available. In the open-ended responses, service providers described some shortcomings. For instance:

✎ Training is good, but few take advantage. *University, BC*

✎ Area has been neglected recently. Need to focus on in-service training for faculty. *College, QC*

✎ Certainly there is room for improvement here, in that there has not been an active PD approach in recent years. However, the attitude of most faculty is in keeping with the intent of the Ontario Human Rights Code. *College, ON*

Regarding service for students with disabilities such as vocational assessment, job placement and tutoring, service providers described a range of practices, including outside referrals and in-house services:

✎ [Vocational assessment] Usually referred out for assessments. *College, AB*

✎ Regarding vocational assessment - [Not available] Except for assessment to determine suitable adaptive technology. Regarding assistance with job placement - We work closely with our career and placement services. Regarding tutoring - Tutoring is offered through the student's union. *University, AB*

✎ Tutors charge anywhere from \$10-15/hour. English Department provides free peer tutoring. SIFC provides free tutoring. *University, SK*

Service providers also described shortcomings in the provision of alternate examination times, formats and locations:

✎ Understaffed to provide complete support for exams. *College, AB*

✎ Modifications of course/program requirements are rarely done in terms of diploma credit requirements and consideration of alternative credits. The approach taken is to provide accommodations to allow people to obtain the required credits. *College, ON*

✂ Nos élèves handicapés ne sont pas lourdes. Nous n'avons pas eu, jusqu'à présent, à mettre en place des services mais si tel cas se présentait, mon rôle serait de mettre en place les services appropriés. *Cégep, QC*

F. Accessibility Programs, Administration and Volunteers

Service providers were asked to rate a series of services related to Accessibility Programs (human resources, required budget for services/programs, program administration, senior administrative commitment, an overall policy on access for students, a policy that covers specific disabilities (eg. learning disabled), in-service training for all employees, and faculty/departmental cooperation); and Volunteer Services.

Service providers tended to rate the provision of administrative support and policies highly, with the possible exception of required budget for service; while 50% (28/70) of service providers rated required budget (Chart 3.183) as either Fair or Poor, only 43% (23/70) rated it as either Excellent or Good. On the other hand, 49% (34/70) rated policy on specific disabilities (Chart 3.187) as Not Available, and 43% (30/70) rated in-service training for all employees as Not Available (Chart 3.188).

Service providers provided a range of assessments of administrative support and policies, and, once again, described plans to improve in the future:

✂ Some faculty/departments are great; others are sometimes difficult. There is no one who has adequate time. Coordinating services in an add-on to my role as Dean and Registrar. There is no budget. *University, MB*

✂ We are writing a general policy. Draft #1 submitted. We have had few seriously disabled students so no programs, in-service have been developed. *College, AB*

✂ Faculty have been cooperative for the most part in providing accommodations. A draft policy regarding ALL disabilities is in progress. *College, ON*

✂ Le collège a une certain expertise professionnelle pour qu'ils dispose la formation technique en éducation spécialisée. *Collège, QC*

Service providers tended to emphasize the importance of volunteer-supported programs, for instance:

✂ Readings onto tapes are completed in a timely manner; two notetakers per student per class, exam writing support, etc. We never have a shortage of volunteers - they are very dedicated. *University, AB*

G. Accessibility of External Community

Service providers were asked to rate a series of services related to External Community Accessibility Liaison with public schools, Cégeps, other post-secondary institutions, other service providers and agencies, government agencies, and other resources); and Transportation (transit on campus, accessible public transit, and the cost of accessible public transit).

Service providers tended to rate liaison with other post-secondary institutions and service providers and agencies highly - a full 78% (54/70) rated liaison with other service providers and agencies (Chart 3.194), 70% (49/70) rated liaison with governmental agencies (Chart 3.195), and 63% (44/70) of service providers rated liaison with other post-secondary institutions (Chart 3.193) as either Excellent or Good. These high ratings were also reflected in the open-ended responses (e.g.):

☒ Meet with Regional Special Education Advisory Committees from school boards, have an External Community Advisory Committee and a Learning Disability Advisory Committee. *College, ON*

☒ [The Centre] has an excellent working partnership with the disability-related community agencies in [The Province]. Many of these groups are represented on our Advisory Committee (i.e. the Dean of Student Affairs Advisory Committee for Students with Disabilities). *University, Atlantic Canada*

However, government agencies in some cases were the subject of criticism (e.g.):

☒ Vocational Rehabilitation Services in BC, and in particular our area, has undergone significant changes in the past couple of years - in general their service is extremely inadequate. *College, BC*

In terms of public transportation, service providers tended to rate accessibility to public transit more highly than the cost of public transit. 47% (33/70) (Chart 3.198) rated the accessibility of public transit as either Excellent or Good, while only 38% (27/70) (Chart 3.199) rated the cost of public transit as either Excellent or Good. Interestingly, however, 16% (11/70) of service providers did not know the cost of accessible public transit in their communities. In terms of open-ended responses, service providers described the arrangement and cost of accessible public transit:

☒ Adapted transport organized by handicapped association. *College, BC*

☒ Bus pass at same rate as everyone else. *College, QC*

Chart 3.1 Service Provider Ratings of
Main Student Services Building:
Identified Parking Spaces *

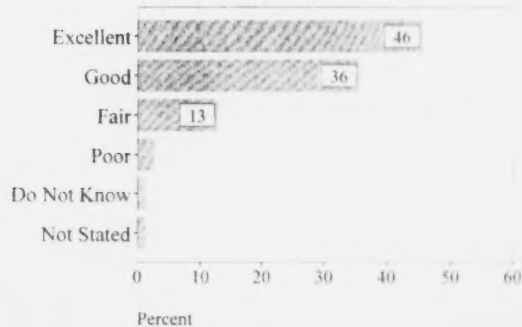


Chart 3.2 Service Provider Ratings of
Main Student Services Building:
Low Grade Ramps *

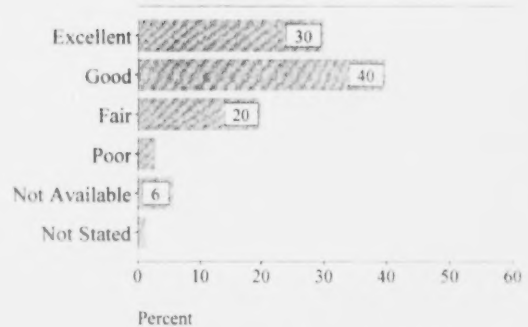


Chart 3.3 Service Provider Ratings of
Main Student Services Building:
Low Pressure Doors *

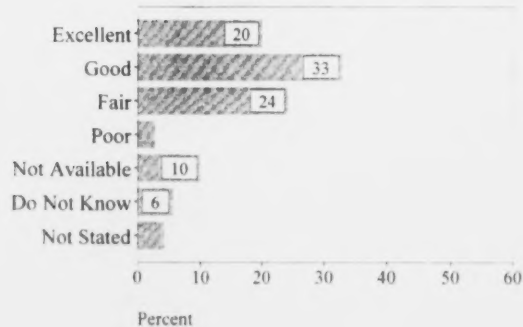


Chart 3.4 Service Provider Ratings of
Main Student Services Building:
Wing Door Handles *

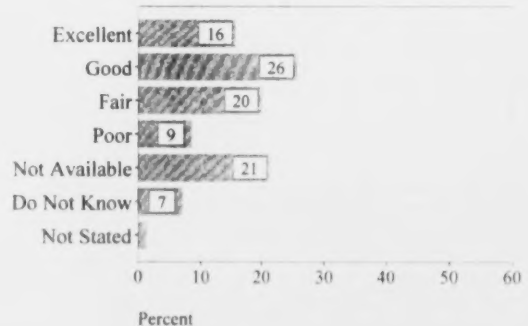


Chart 3.5 Service Provider Ratings of
Main Student Services Building:
Wide Doorways *

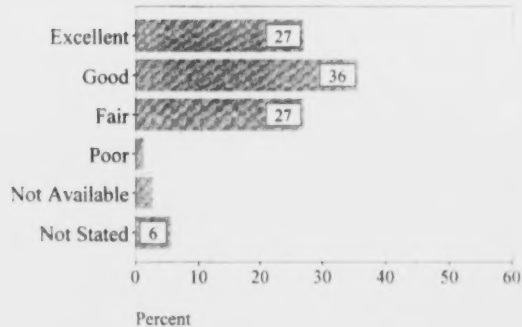


Chart 3.6 Service Provider Ratings of
Main Student Services Building:
Automatic Doors *

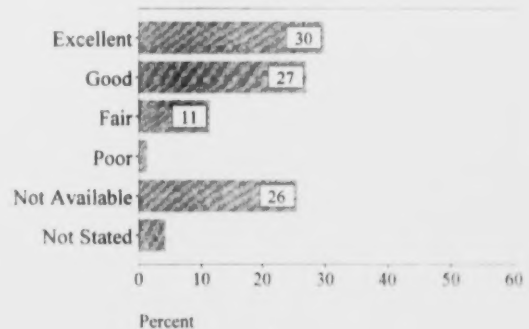


Chart 3.7 Service Provider Ratings of
Main Student Services Building:

Accessible Washrooms *

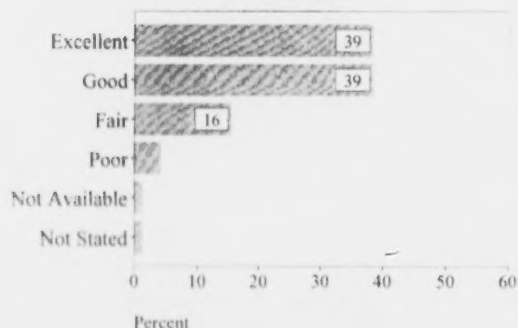


Chart 3.9 Service Provider Ratings of
Main Student Services Building:

Wide Aisle Areas *

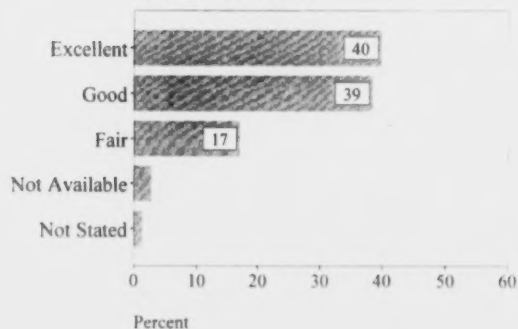


Chart 3.11 Service Provider Ratings of
Main Student Services Building:

Special Services for PWDs *

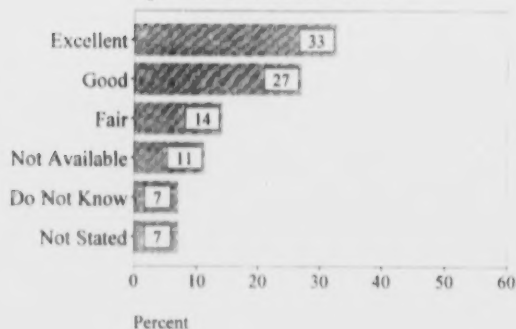


Chart 3.8 Service Provider Ratings of
Main Student Services Building:

Handrails on Walkways *

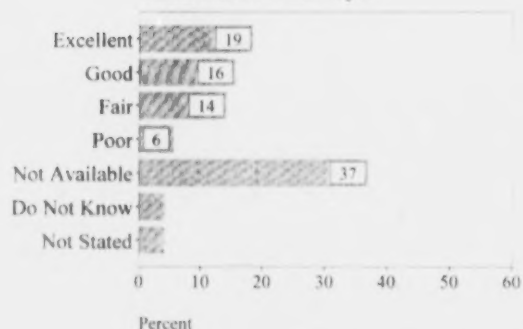


Chart 3.10 Service Provider Ratings of:
Main Student Services Building:

Accessible Service Counters *

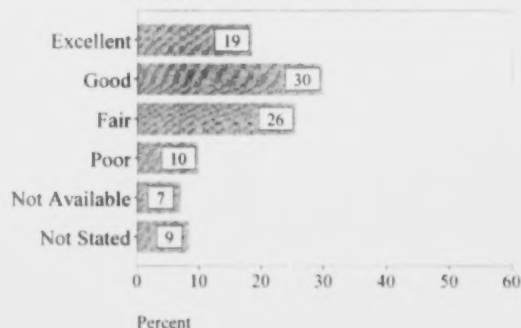


Chart 3.12 Service Provider Ratings of
Main Student Services Building:

Elevators in All Areas *

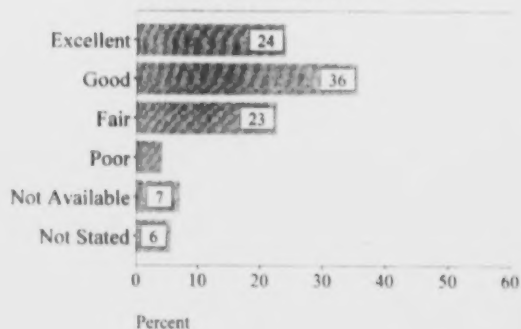


Chart 3.13 Service Provider Ratings of
Main Student Services Building:
Braille/Large Print Elevator Numbers *

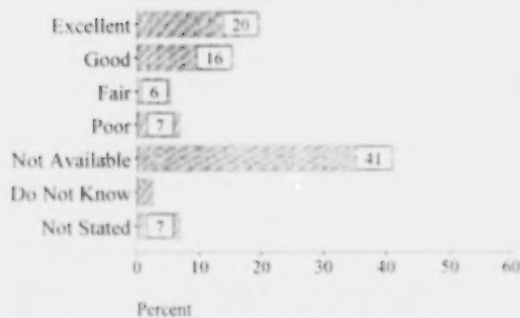


Chart 3.15 Service Provider Ratings of
Main Student Services Building:
Floor Bells in Elevators *

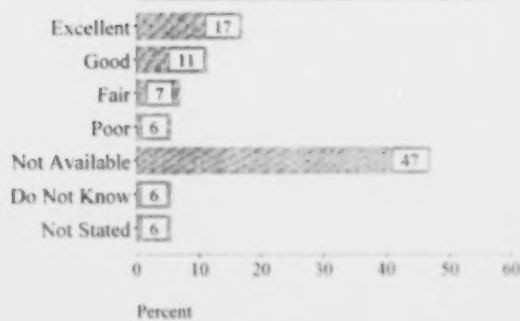


Chart 3.17 Service Provider Ratings of
Main Student Services Building:
Outside Lighting *

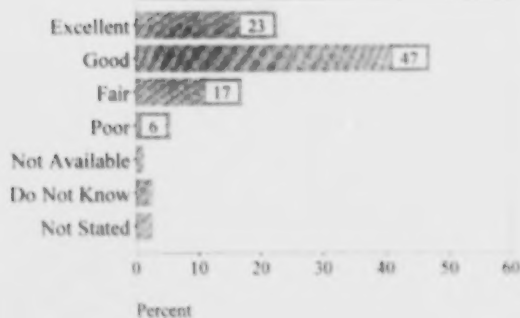


Chart 3.14 Service Provider Ratings of
Main Student Services Building:
Braille/Large Print Elevator Buttons *

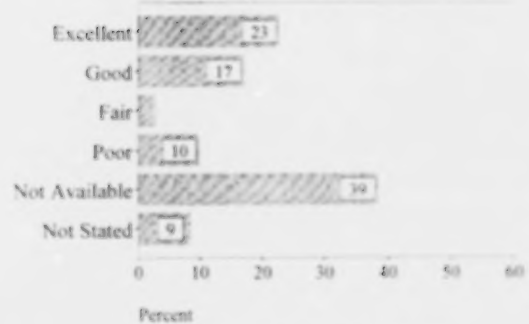


Chart 3.16 Service Provider Ratings of:
Main Student Services Building:
Coloured Strips on Stairs *

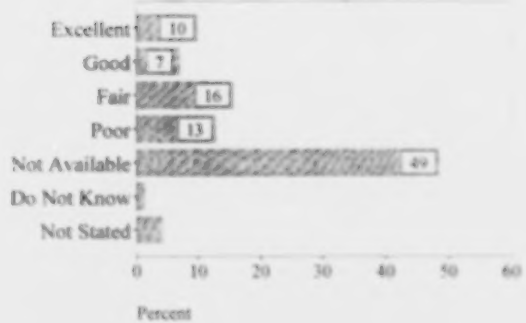


Chart 3.18 Service Provider Ratings of
Main Administration Building:
Identified Parking Spaces *

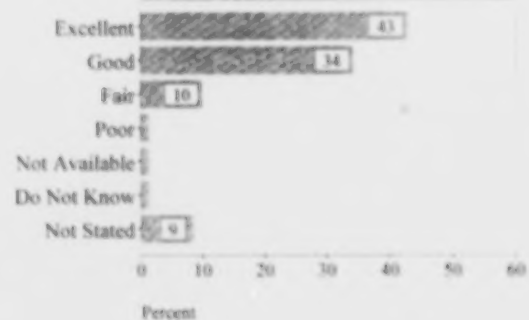


Chart 3.19 Service Provider Ratings of
Main Administration Building:

Low Grade Ramps *

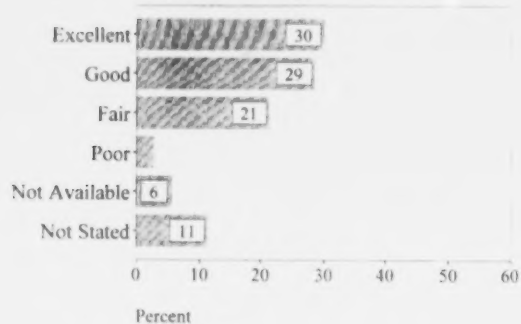


Chart 3.21 Service Provider Ratings of
Main Administration Building:

Wing Door Handles *

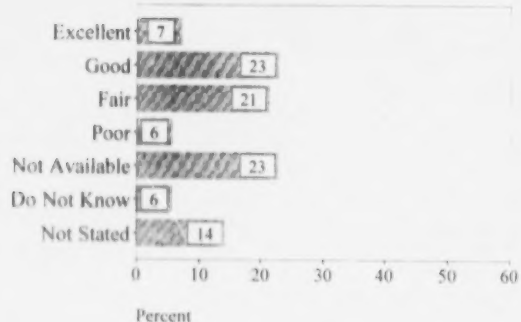


Chart 3.23 Service Provider Ratings of
Main Administration Building:

Automatic Doors *

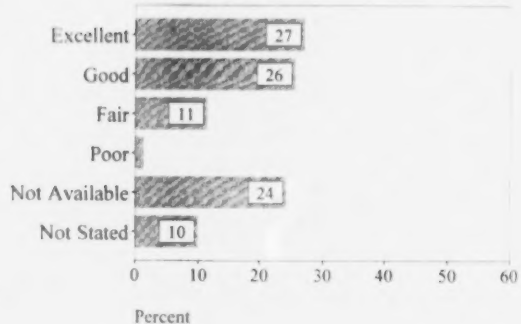


Chart 3.20 Service Provider Ratings of
Main Administration Building:

Low Pressure Doors *

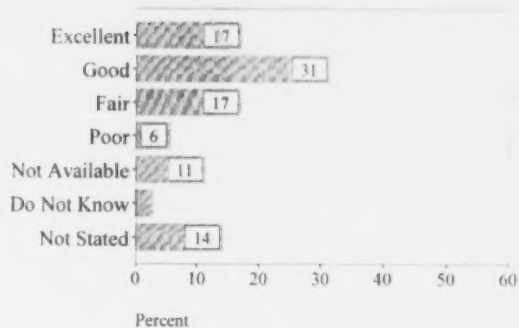


Chart 3.22 Service Provider Ratings of
Main Administration Building:

Wide Doorways *

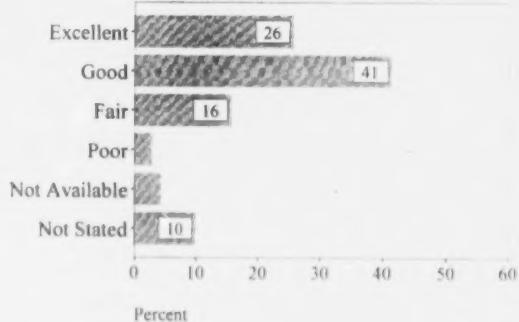


Chart 3.24 Service Provider Ratings of
Main Administration Building:

Accessible Washrooms *

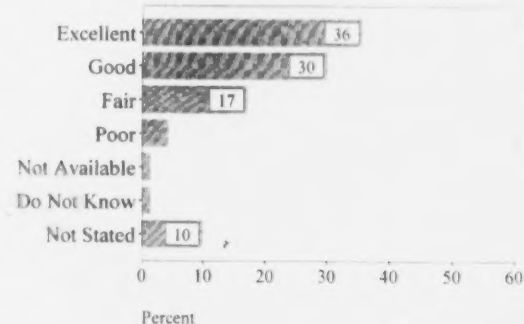


Chart 3.25 Service Provider Ratings of
Main Administration Building:

Handrails on Walkways *

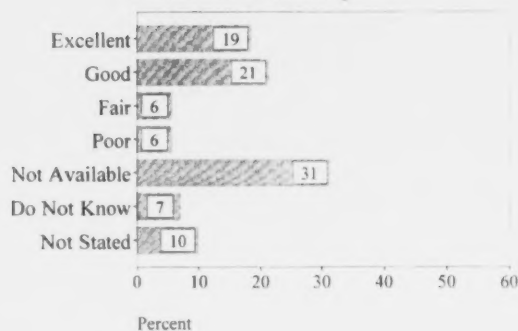


Chart 3.27 Service Provider Ratings of
Main Administration Building:

Accessible Service Counters *

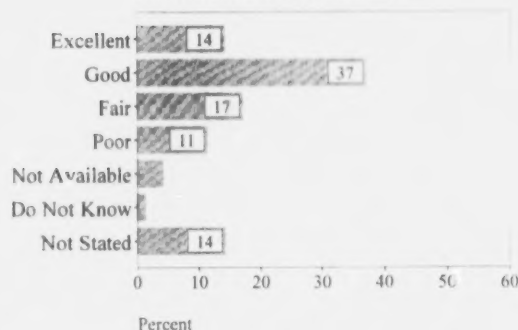


Chart 3.29 Service Provider Ratings of
Main Administration Building:

Elevators in All Areas *

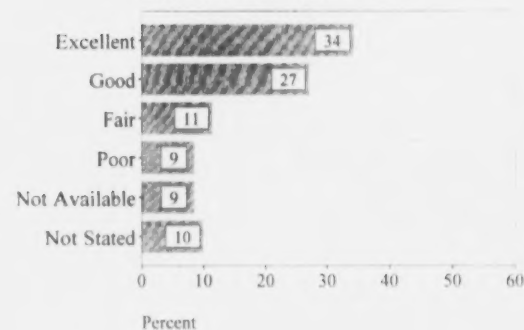


Chart 3.26 Service Provider Ratings of
Main Administration Building:

Wide Aisle Areas *

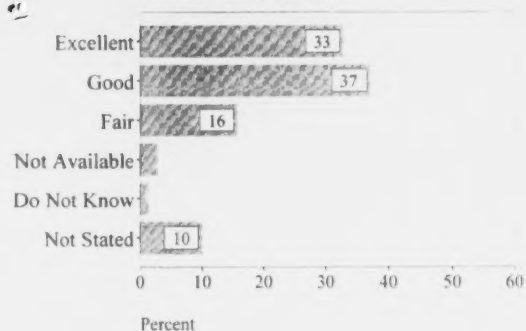


Chart 3.28 Service Provider Ratings of
Main Administration Building:

Special Service for PWDs *

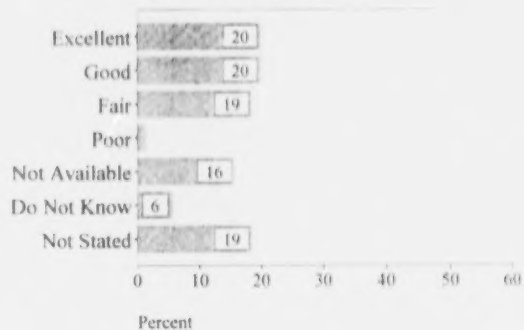


Chart 3.30 Service Provider Ratings of
Main Administration Building:

Braille/Large Print Elevator Numbers *

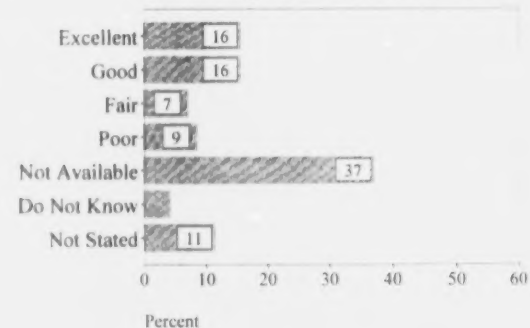


Chart 3.31 Service Provider Ratings of
Main Administration Building:

Braille/Large Print Elevator Buttons *

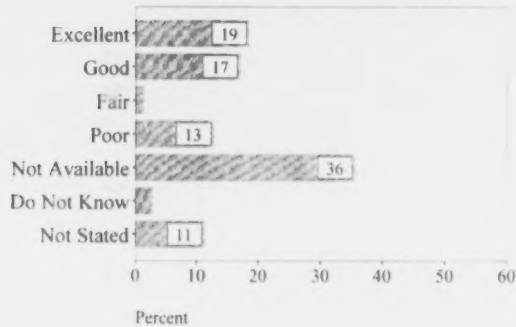


Chart 3.32 Service Provider Ratings of
Main Administration Building:

Floor Bells in Elevators *

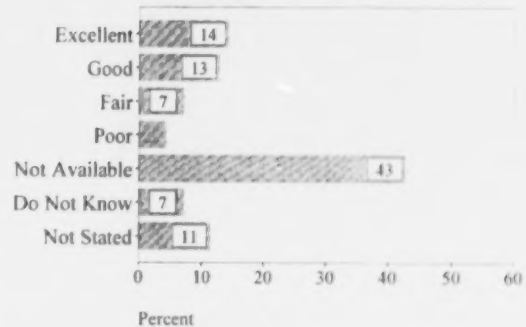


Chart 3.33 Service Provider Ratings of
Main Administration Building:

Coloured Strips on Stairs *

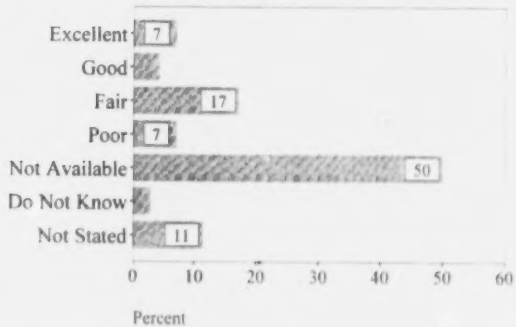


Chart 3.34 Service Provider Ratings of
Main Administration Building:

Outside Lighting *



Chart 3.35 Service Provider Ratings of
Main Library Building:

Identified Parking Spaces *

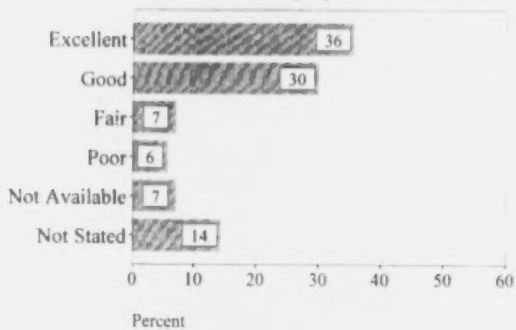


Chart 3.36 Service Provider Ratings of
Main Library Building:

Low Grade Ramps *

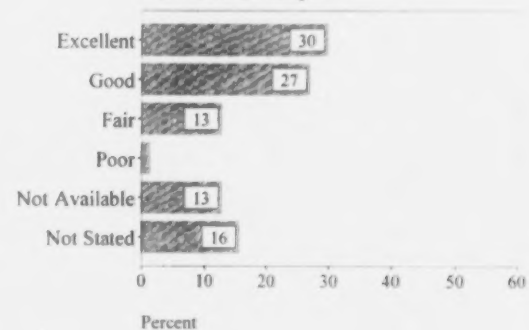


Chart 3.37 Service Provider Ratings of
Main Library Building:

Low Pressure Doors *

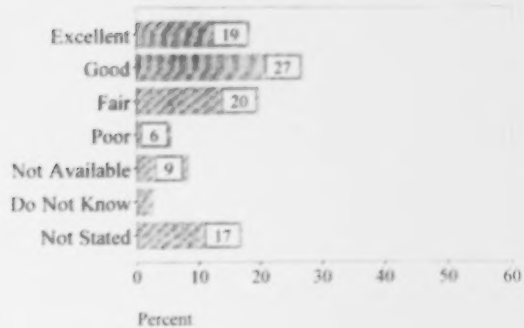


Chart 3.38 Service Provider Ratings of
Main Library Building:

Wing Door Handles *

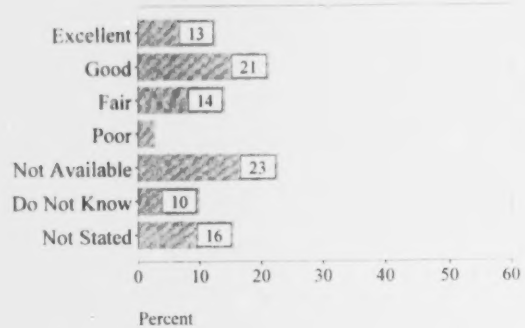


Chart 3.39 Service Provider Ratings of
Main Library Building:

Wide Doorways *

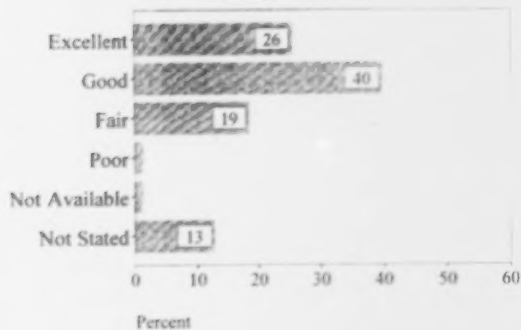


Chart 3.40 Service Provider Ratings of
Main Library Building:

Automatic Doors *

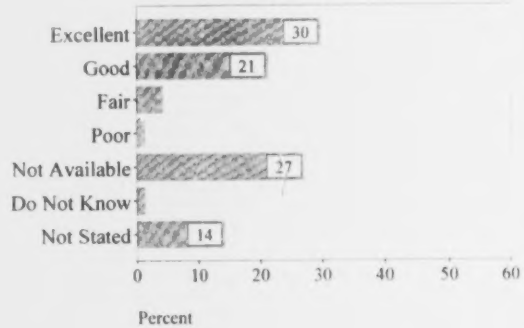


Chart 3.41 Service Provider Ratings of
Main Library Building:

Accessible Washrooms *

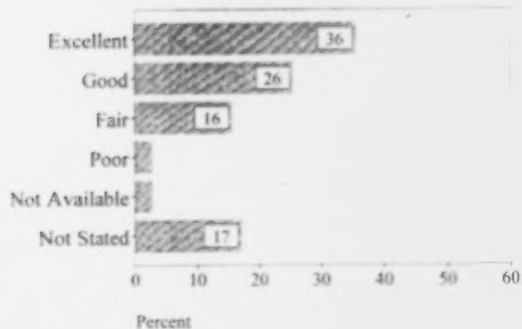


Chart 3.42 Service Provider Ratings of
Main Library Building:

Handrails on Walkways *

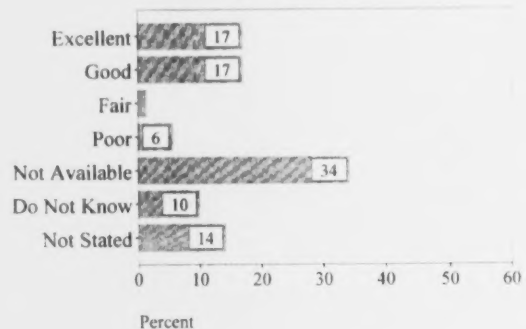


Chart 3.43 Service Provider Ratings of
Main Library Building:

Wide Aisle Areas *

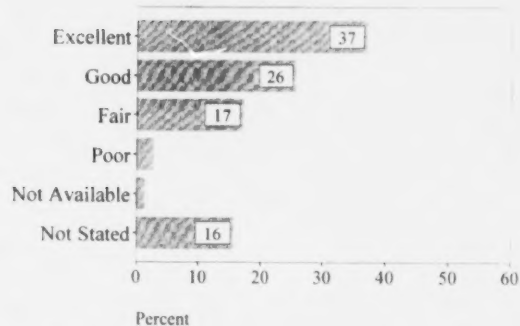


Chart 3.45 Service Provider Ratings of
Main Library Building:

Special Services for PWDs *

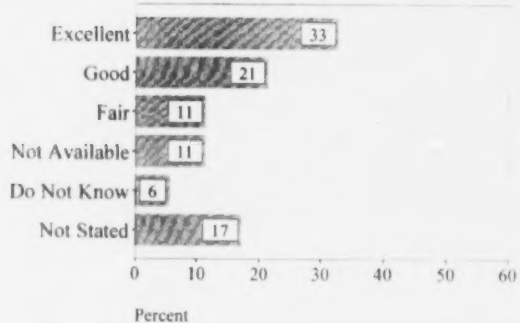


Chart 3.47 Service Provider Ratings of
Main Library Building:

Braille/Large Print Elevator Numbers *

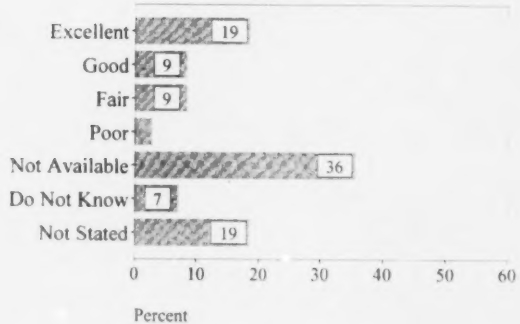


Chart 3.44 Service Provider Ratings of
Main Library Building:

Accessible Service Counters *

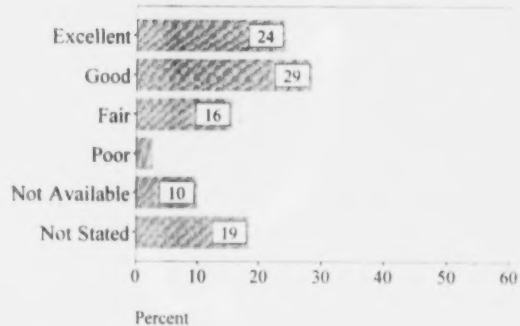


Chart 3.46 Service Provider Ratings of
Main Library Building:

Elevators in All Areas *

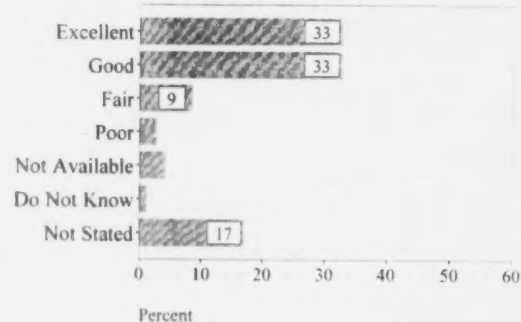


Chart 3.48 Service Provider Ratings of
Main Library Building:

Braille/Large Print Elevator Buttons *

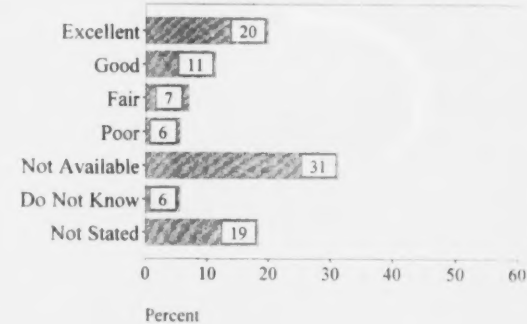


Chart 3.49 Service Provider Ratings of
Main Library Building:
Floor Bells in Elevators *

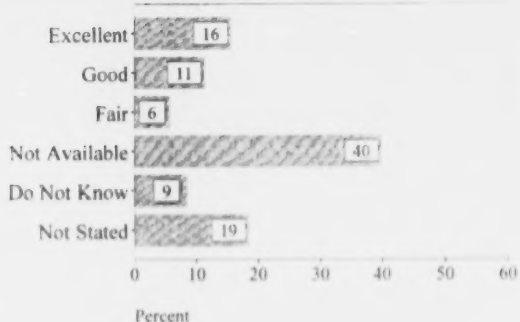


Chart 3.51 Service Provider Ratings of
Main Library Building:
Outside Lighting *

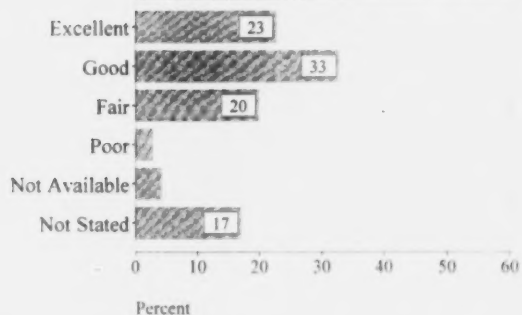


Chart 3.53 Service Provider Ratings of
Main Food Services Building:
Identified Parking Spaces *

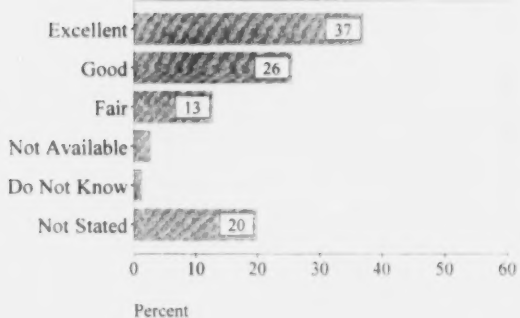


Chart 3.50 Service Provider Ratings of
Main Library Building:
Coloured Strips on Stairs *

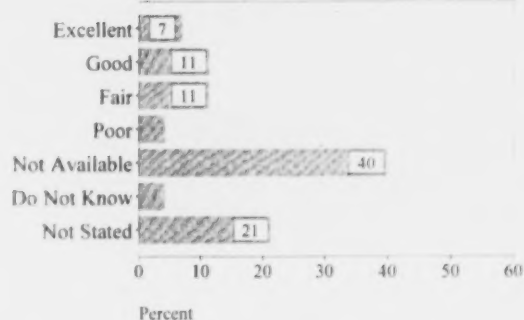


Chart 3.52 Service Provider Ratings of
Main Library Building:
Adapted Library Stations *

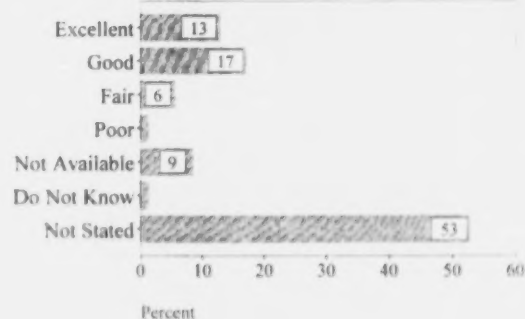


Chart 3.54 Service Provider Ratings of
Main Food Services Building:
Low Grade Ramps *

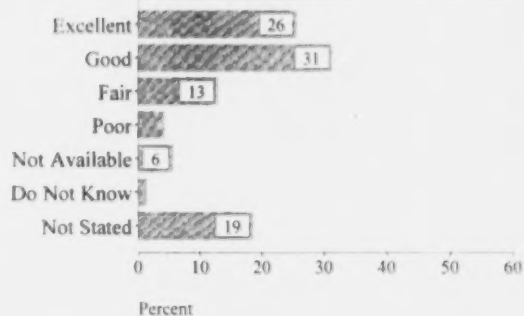


Chart 3.55 Service Provider Ratings of
Main Food Services Building:

Low Pressure Doors *

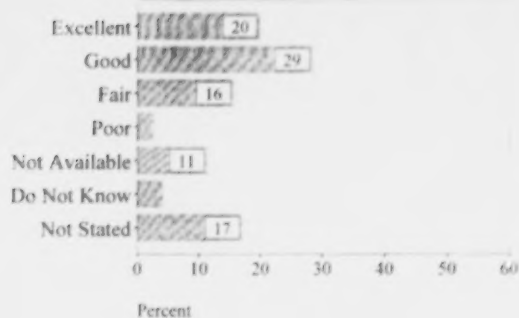


Chart 3.56 Service Provider Ratings of
Main Food Services Building:

Wing Door Handles *

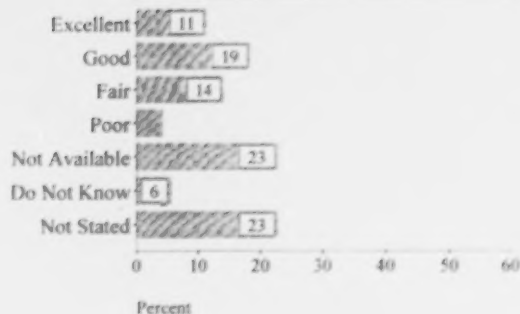


Chart 3.57 Service Provider Ratings of
Main Food Services Building:

Wide Doorways *

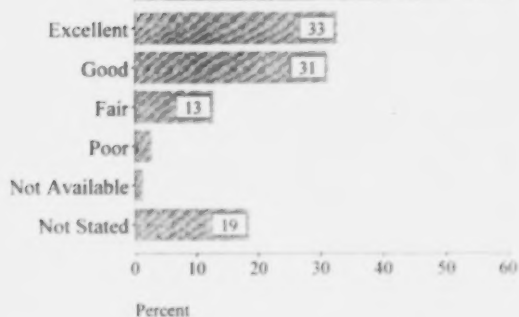


Chart 3.58 Service Provider Ratings of
Main Food Services Building:

Automatic Doors *

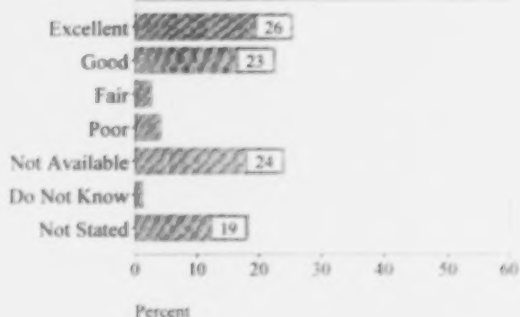


Chart 3.59 Service Provider Ratings of
Main Food Services Building:

Accessible Washrooms *

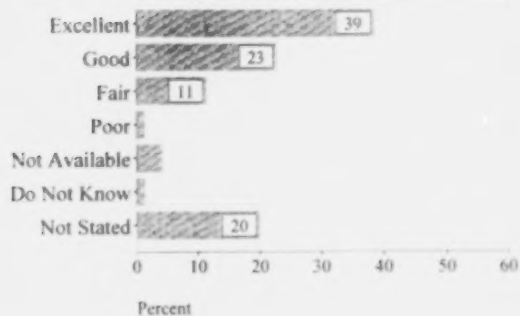


Chart 3.60 Service Provider Ratings of
Main Food Services Building:

Handrails on Walkways *

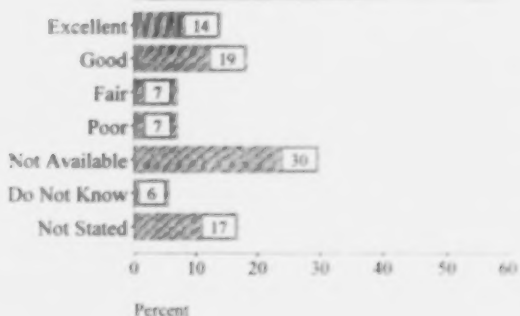


Chart 3.61 Service Provider Ratings of
Main Food Services Building:

Wide Aisle Areas *

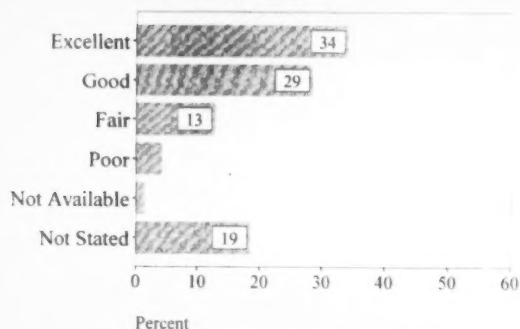


Chart 3.62 Service Provider Ratings of
Main Food Services Building:

Accessible Service Counters *

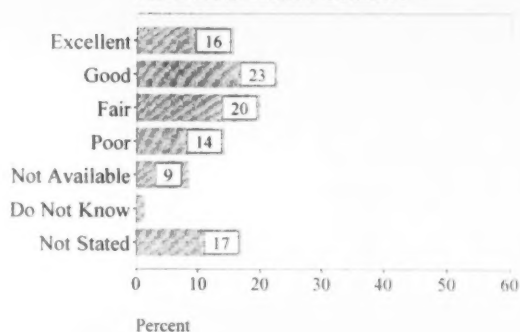


Chart 3.63 Service Provider Ratings of
Main Food Services Building:

Special Services for PWDs *

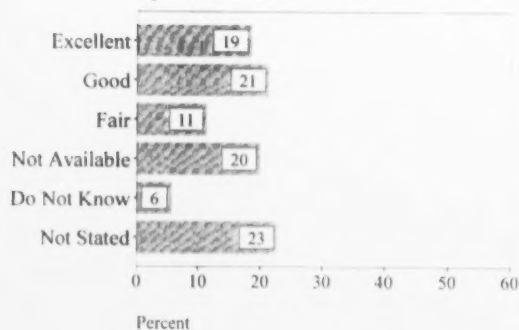


Chart 3.64 Service Provider Ratings of
Main Food Services Building:

Elevators in All Areas *

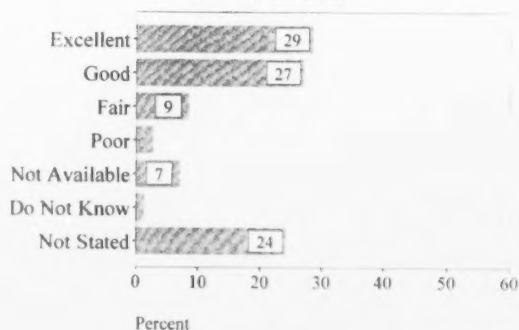


Chart 3.65 Service Provider Ratings of
Main Food Services Building:

Braille/Large Print Elevator Numbers *

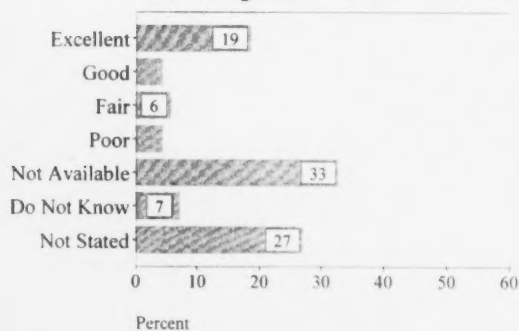


Chart 3.66 Service Provider Ratings of
Main Food Services Building:

Braille/Large Print Elevator Buttons *

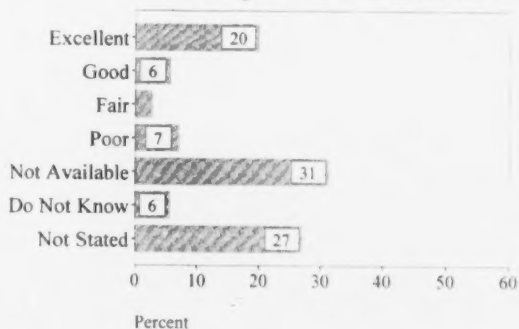


Chart 3.67 Service Provider Ratings of
Main Food Services Building:

Floor Bells in Elevators *

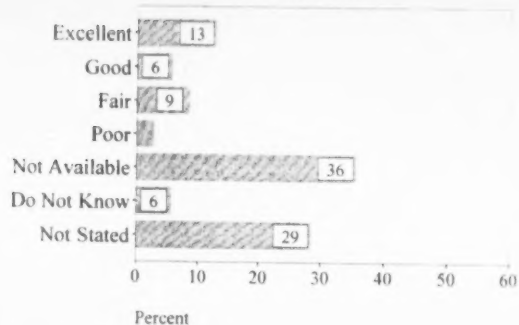


Chart 3.68 Service Provider Ratings of
Main Food Services Building:

Coloured Strips on Stairs *



Chart 3.69 Service Provider Ratings of
Main Food Services Building:

Outside Lighting *

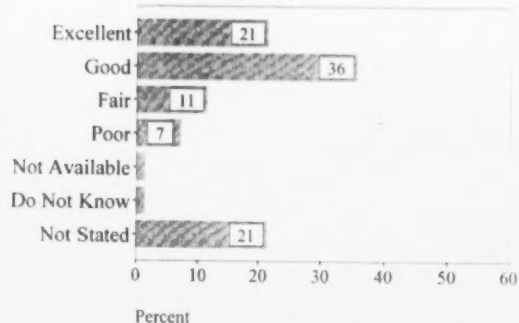


Chart 3.70 Service Provider Ratings of
Book Store:

Identified Parking Spaces *

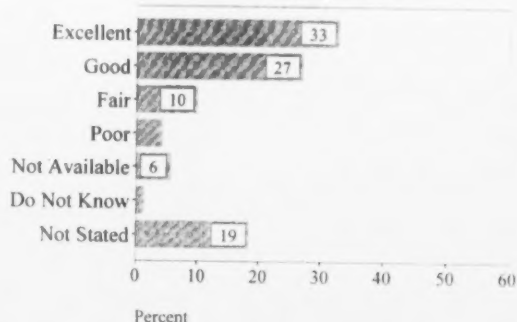


Chart 3.71 Service Provider Ratings of
Book Store:

Low Grade Ramps *

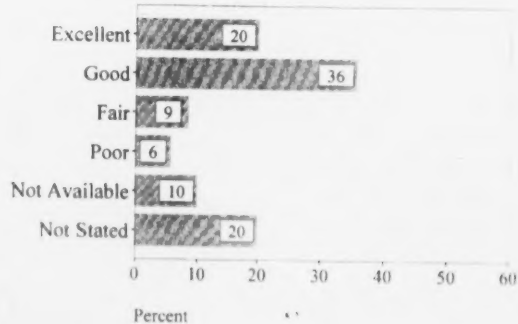


Chart 3.72 Service Provider Ratings of
Book Store:

Low Pressure Doors *

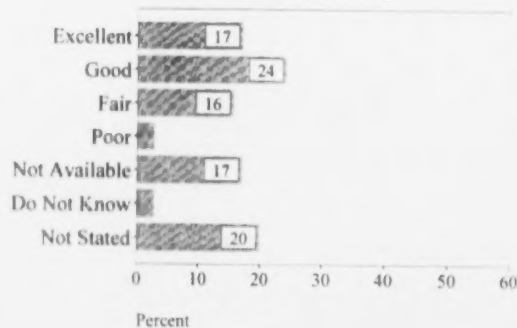


Chart 3.73 Service Provider Ratings of
Book Store:

Wing Door Handles *

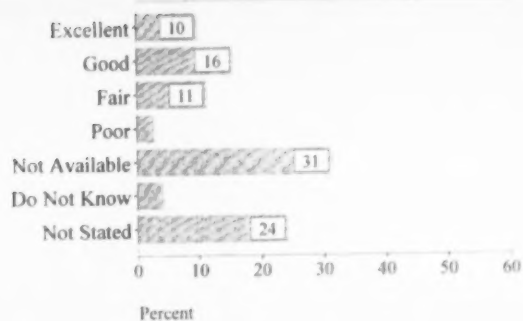


Chart 3.75 Service Provider Ratings of
Book Store:

Automatic Doors *

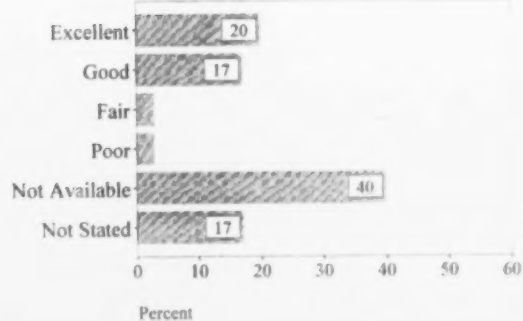


Chart 3.77 Service Provider Ratings of
Book Store:

Handrails on Walkways *

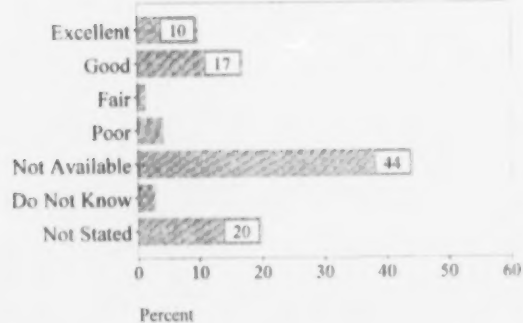


Chart 3.74 Service Provider Ratings of
Book Store:

Wide Doorways *

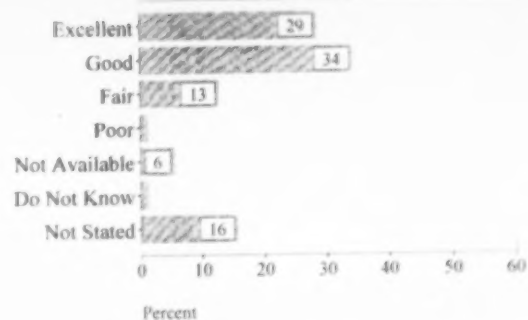


Chart 3.76 Service Provider Ratings of
Book Store:

Accessible Washrooms *

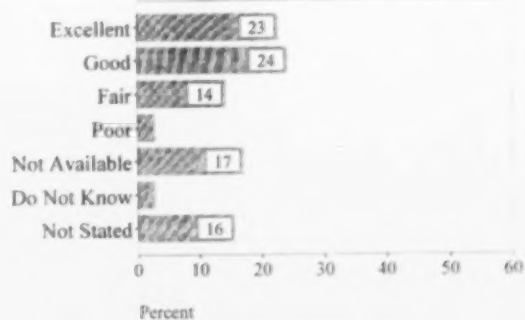


Chart 3.78 Service Provider Ratings of
Book Store:

Wide Aisle Areas *

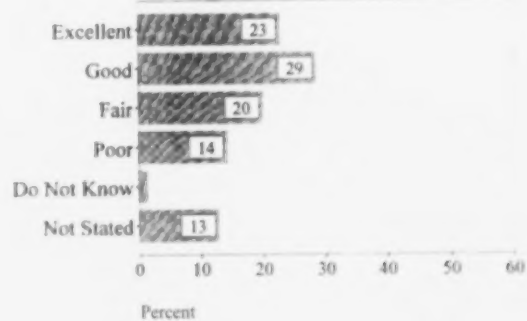


Chart 3.79 Service Provider Ratings of
Book Store:

Accessible Service Counters *

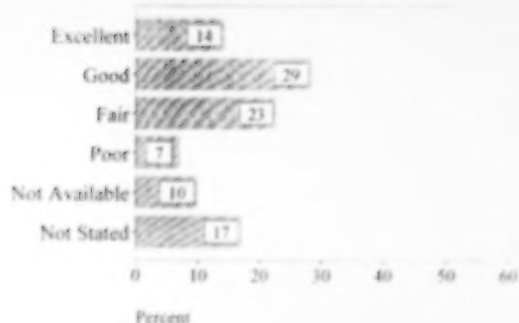


Chart 3.81 Service Provider Ratings of
Book Store:

Elevators in All Areas *

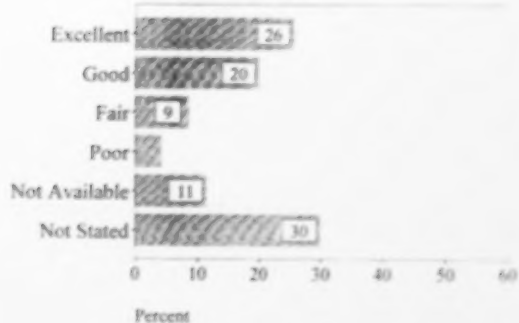


Chart 3.83 Service Provider Ratings of
Book Store:

Braille/Large Print Elevator Buttons *

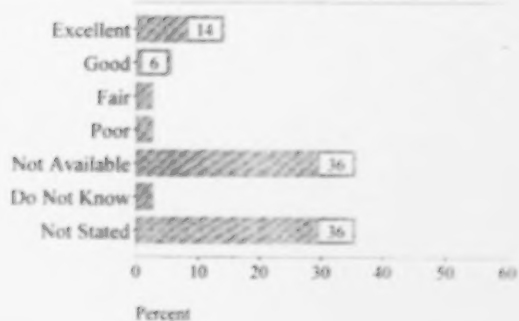


Chart 3.80 Service Provider Ratings of
Book Store:

Special Services for PWDs *

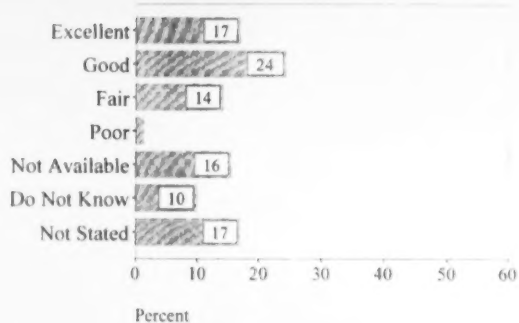


Chart 3.82 Service Provider Ratings of
Book Store:

Braille/Large Print Elevator Numbers *

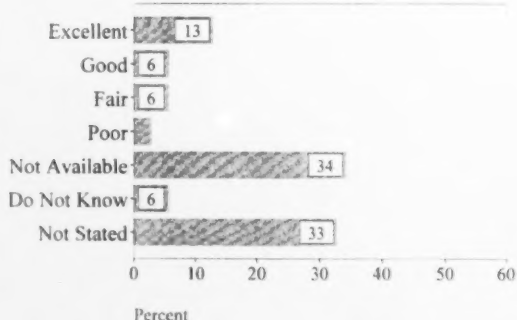


Chart 3.84 Service Provider Ratings of
Book Store:

Floor Bells in Elevators *

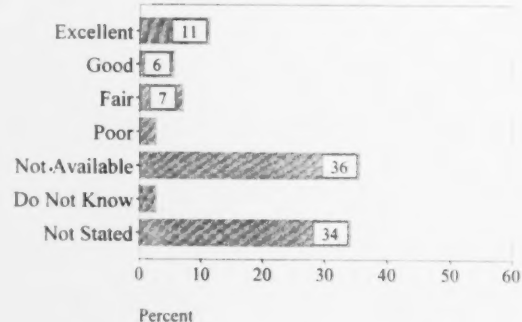


Chart 3.85 Service Provider Ratings of
Book Store:

Coloured Strips on Stairs *

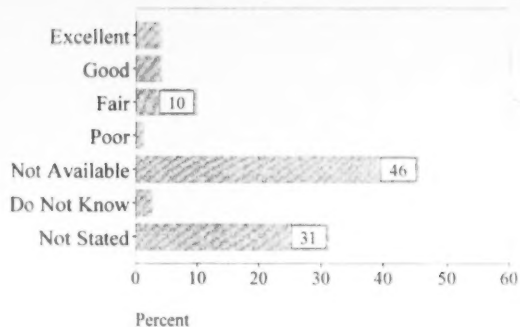


Chart 3.87 Service Provider Ratings of
Special Equipment:

Scanner *

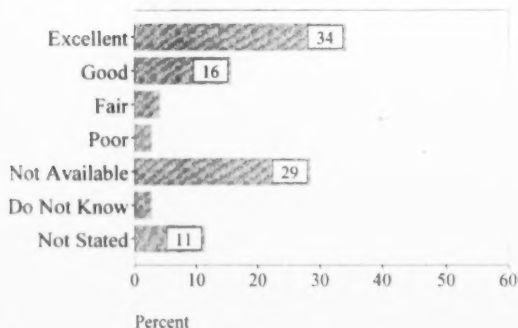


Chart 3.89 Service Provider Ratings of
Special Equipment:

Braille *

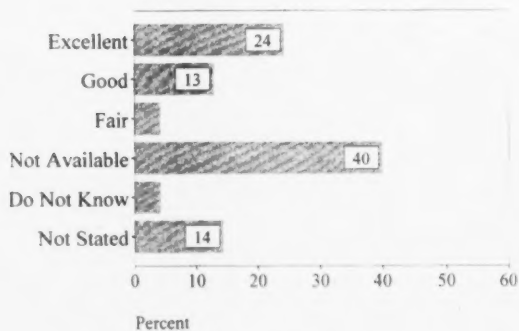


Chart 3.86 Service Provider Ratings of
Book Store:

Outside Lighting *

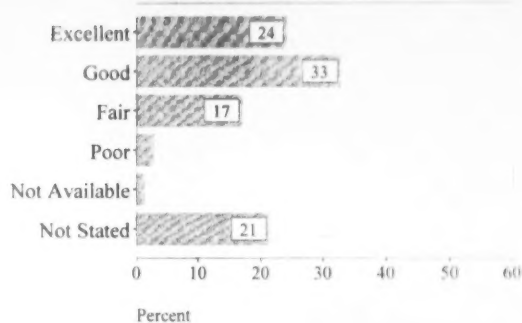


Chart 3.88 Service Provider Ratings of
Special Equipment:

CCTV Enlargement System *

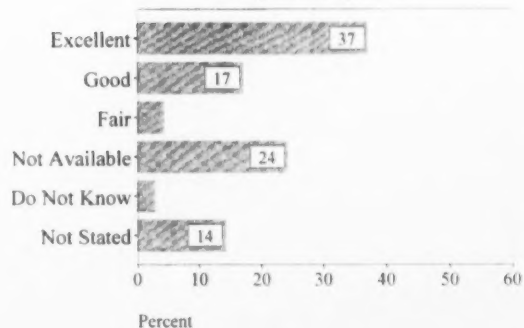


Chart 3.90 Service Provider Ratings of
Special Equipment:

4-Track Tape Recorder *

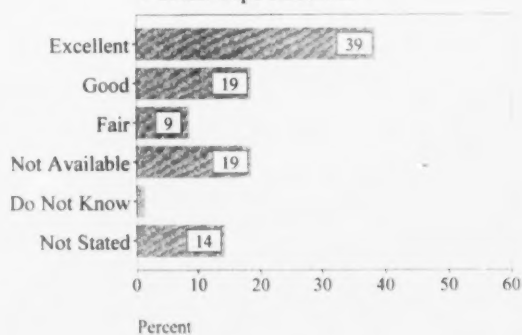


Chart 3.91 Service Provider Ratings of
Special Equipment:

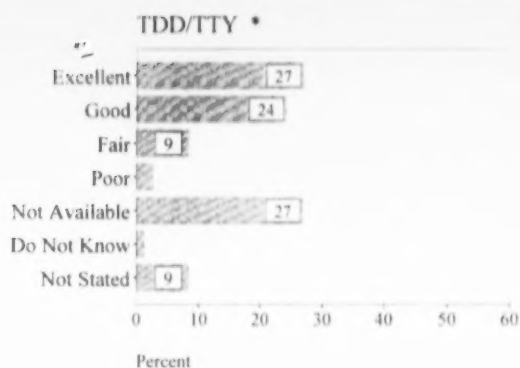


Chart 3.93 Service Provider Ratings of
Special Equipment:

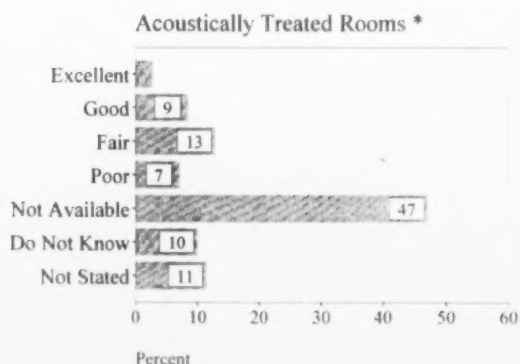


Chart 3.95 Service Provider Ratings of
Special Equipment:

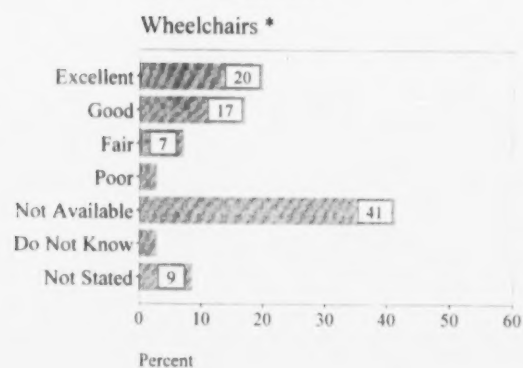


Chart 3.92 Service Provider Ratings of
Special Equipment:

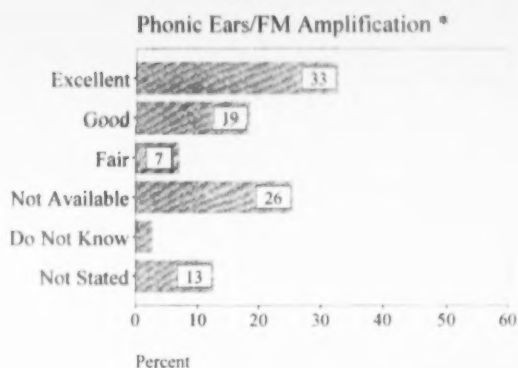


Chart 3.94 Service Provider Ratings of
Special Equipment:

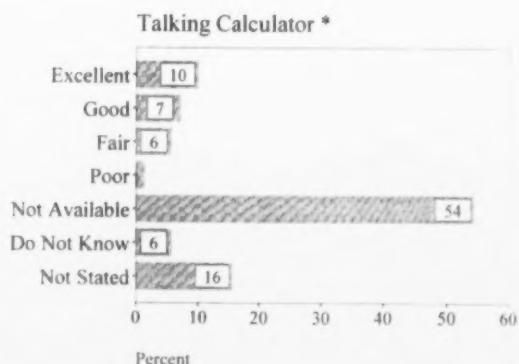


Chart 3.96 Service Provider Ratings of
Special Equipment:

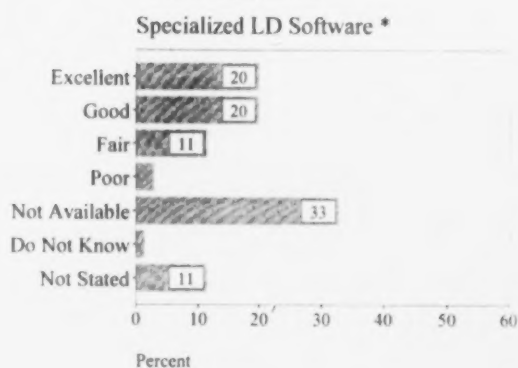


Chart 3.97 Service Provider Ratings of Adaptive Computer Equipment:

Voice Recognition *

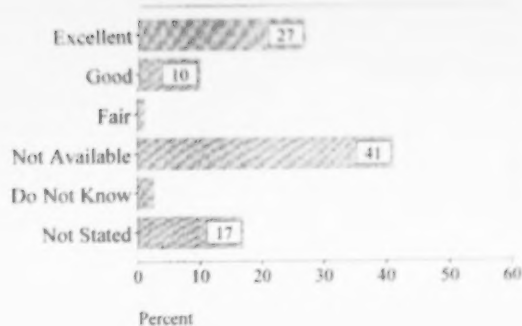


Chart 3.99 Service Provider Ratings of Adaptive Computer Equipment:

Loaner Lap-Tops *

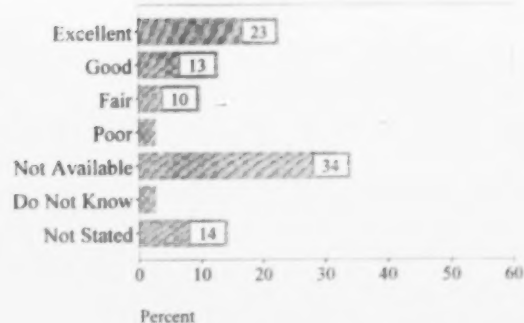


Chart 3.101 Service Provider Ratings of Adaptive Computer Equipment:

Braille Displays *

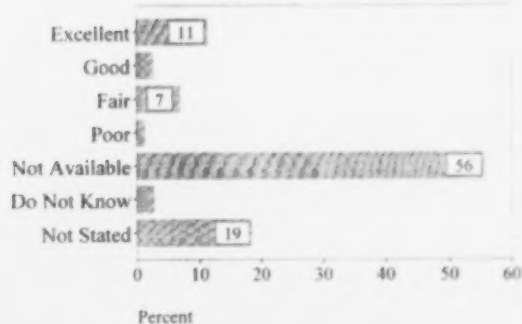


Chart 3.98 Service Provider Ratings of Adaptive Computer Equipment:

Internet Access *

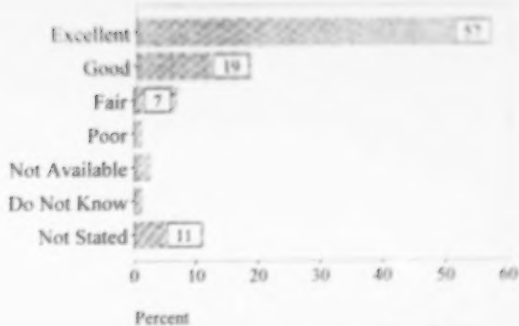


Chart 3.100 Service Provider Ratings of Adaptive Computer Equipment:

Braille Printers *

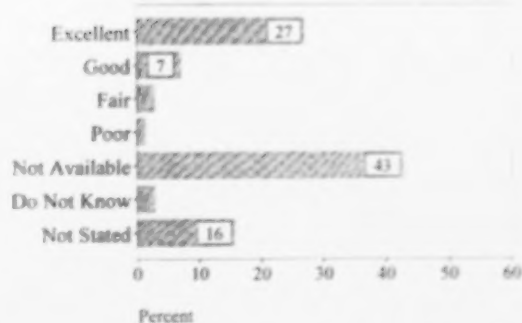


Chart 3.102 Service Provider Ratings of Adaptive Computer Equipment:

Real-Time Captioning *

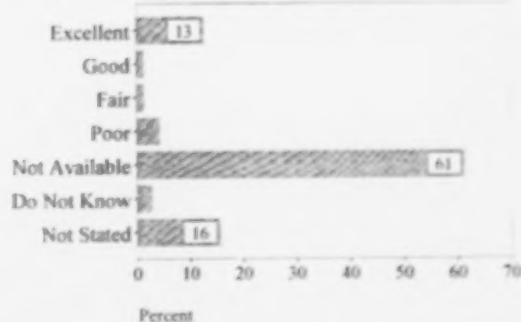


Chart 3.103 Service Provider Ratings of
Adaptive Computer Equipment:

Screen Reading Software *

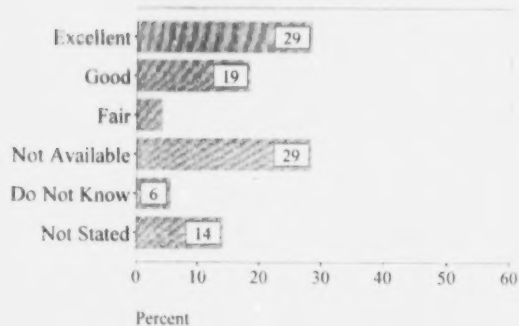


Chart 3.105 Service Provider Ratings of
Adaptive Computer Equipment:

Screen Enlarging Software *

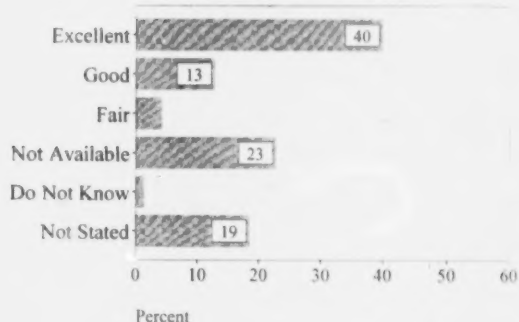


Chart 3.107 Service Provider Ratings of
Adaptive Computer Equipment:

Hearing Assistance Software *

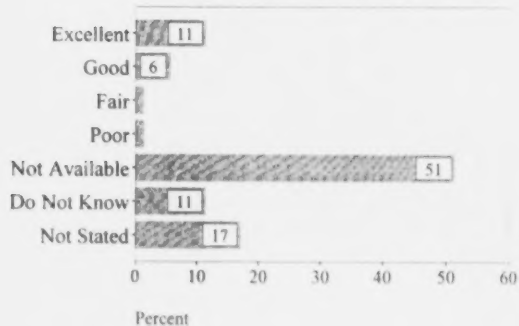


Chart 3.104 Service Provider Ratings of
Adaptive Computer Equipment:

Refreshable Braille System *

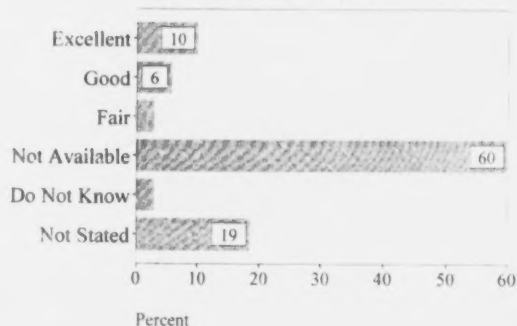


Chart 3.106 Service Provider Ratings of
Adaptive Computer Equipment:

Adapted Computer Keyboards *

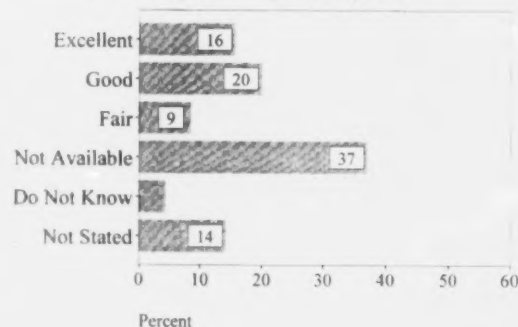


Chart 3.108 Service Provider Ratings of
Adaptive Computer Equipment:

Adaptive Technology Training *

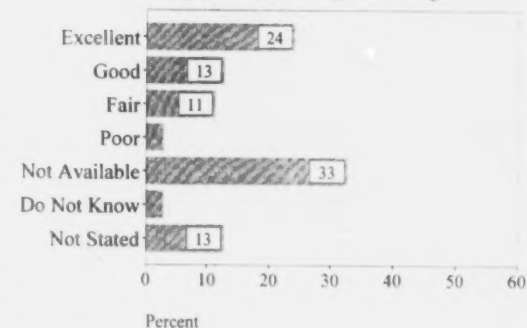


Chart 3.109 Service Provider Ratings of
Adaptive Computer Equipment:

Separate Adaptive Technology Centre *

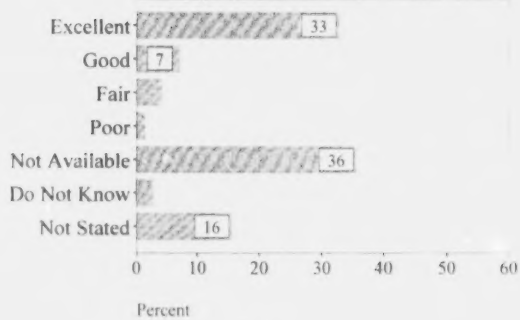


Chart 3.110 Service Provider Ratings of
Safety, Emergency Features:

Safety Policies *

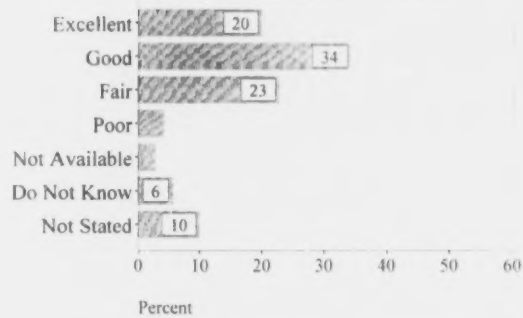


Chart 3.111 Service Provider Ratings of
Safety, Emergency Features:

Refuge Areas *

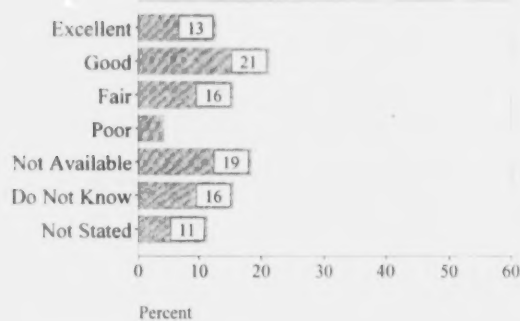


Chart 3.112 Service Provider Ratings of
Safety, Emergency Features:

Flashing Alarms *

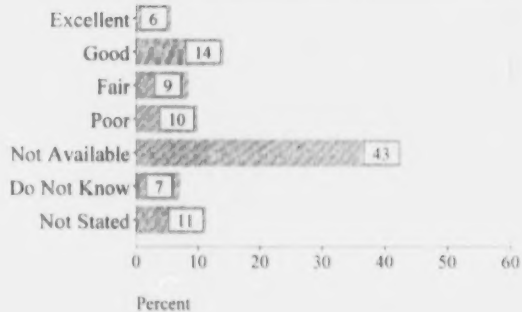


Chart 3.113 Service Provider Ratings of
Safety, Emergency Features:

Emergency Procedures *

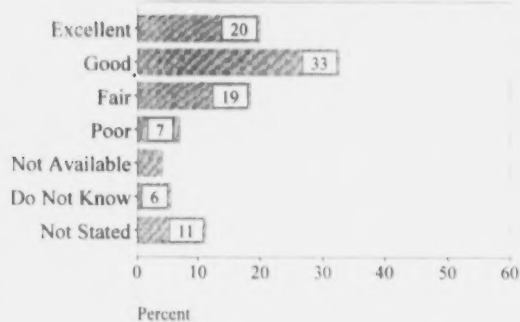


Chart 3.114 Service Provider Ratings of
Safety, Emergency Features:

Emergency Assistance *

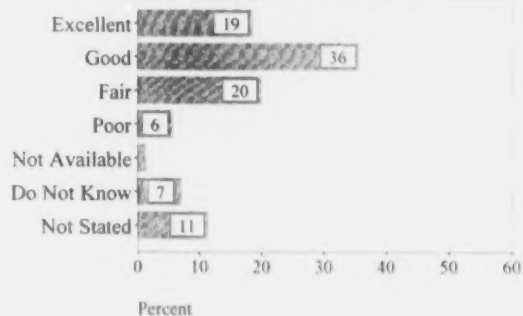


Chart 3.115 Service Provider Ratings of
Access to Labs:

Accessible Counters in Science Labs *

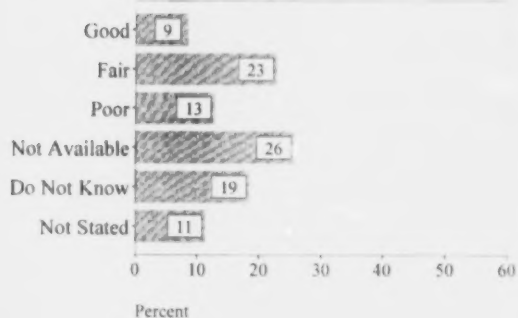


Chart 3.117 Service Provider Ratings of
Access to Labs:

Accessible Computer Labs *

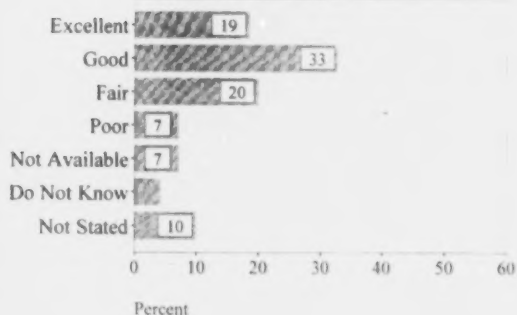


Chart 3.119 Service Provider Ratings of
Access to On-Campus Housing:

Identified Parking Spaces *

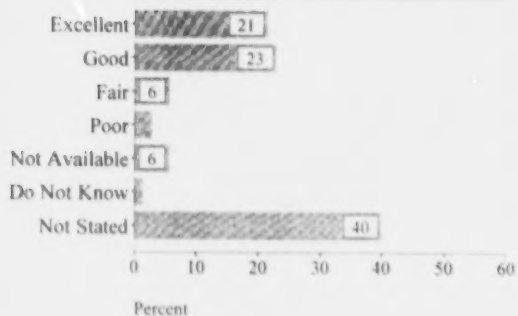


Chart 3.116 Service Provider Ratings of
Access to Labs:

Specialized Tech in Science Labs *

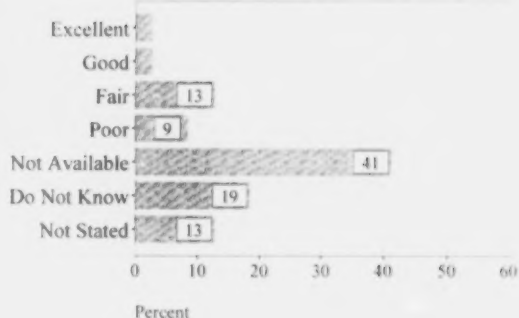


Chart 3.118 Service Provider Ratings of
Access to Labs:

Adaptive Tech in Computer Labs *

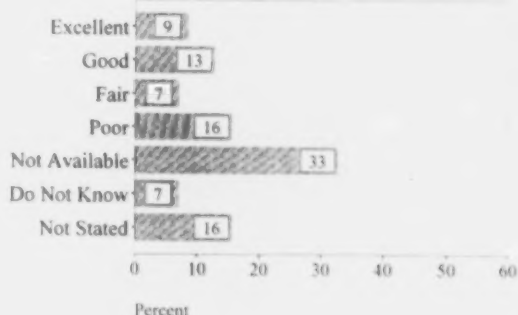


Chart 3.120 Service Provider Ratings of
Access to On-Campus Housing:

Low Grade Ramps *

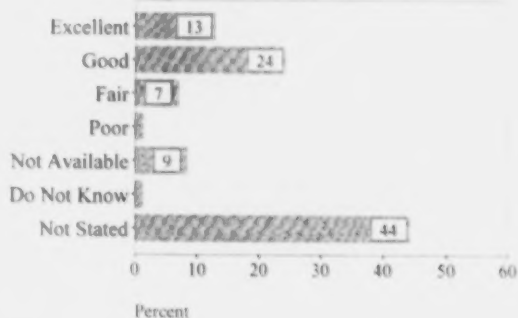


Chart 3.121 Service Provider Ratings of
Access to On-Campus Housing:

Low Pressure Doors *

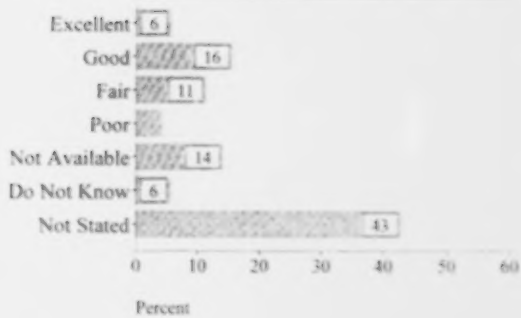


Chart 3.122 Service Provider Ratings of
Access to On-Campus Housing:

Wing Door Handles *

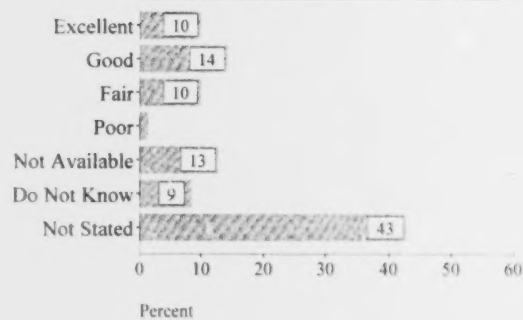


Chart 3.123 Service Provider Ratings of
Access to On-Campus Housing:

Wide Doorways *

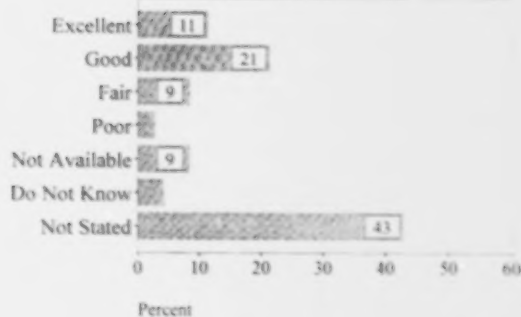


Chart 3.124 Service Provider Ratings of
Access to On-Campus Housing:

Automatic Doors *

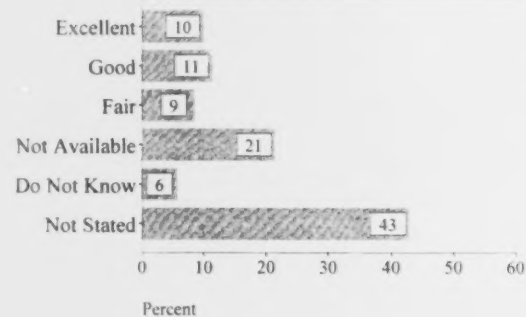


Chart 3.125 Service Provider Ratings of
Access to On-Campus Housing:

Accessible Washrooms *

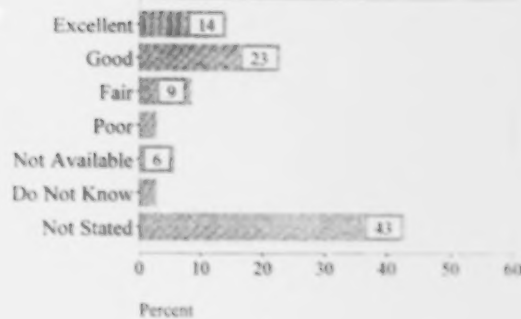


Chart 3.126 Service Provider Ratings of
Access to On-Campus Housing:

Handrails on Walkways *

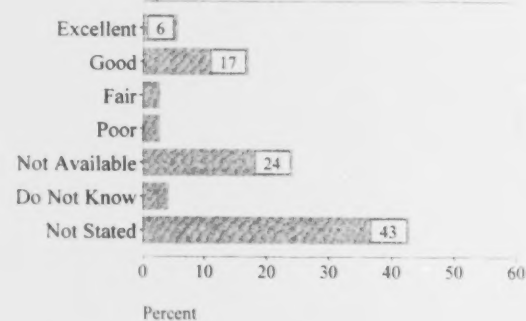


Chart 3.127 Service Provider Ratings of
Access to On-Campus Housing:

Accessible Rooms *

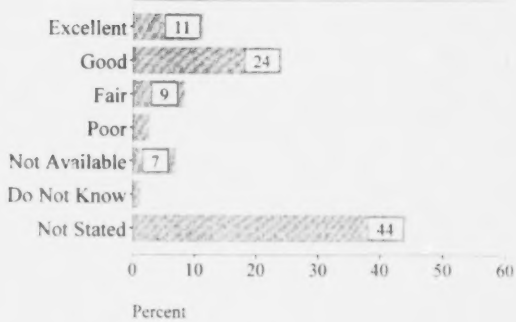


Chart 3.128 Service Provider Ratings of
Access to On-Campus Housing:

Attendant Care *

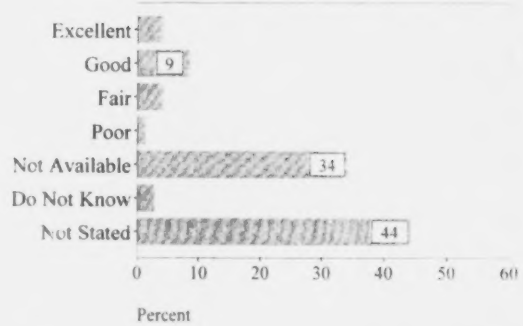


Chart 3.129 Service Provider Ratings of
Adapted On-Campus Transportation:

On-Campus Transportation *

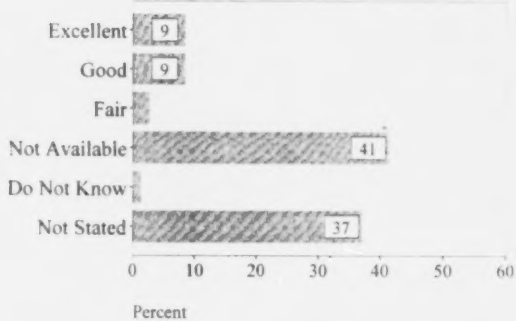


Chart 3.130 Service Provider Ratings of
Adapted On-Campus Transportation:

Convenient Hours of Service *

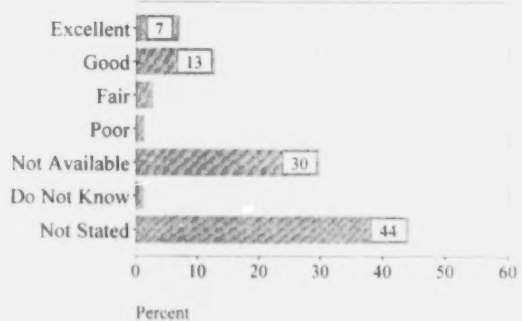


Chart 3.131 Service Provider Ratings of
Adapted On-Campus Transportation:

Affordable Cost *

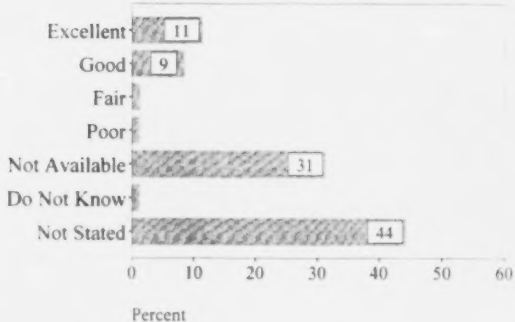


Chart 3.132 Service Provider Ratings of:
Entrance Examinations:

Adaptations for Exams *

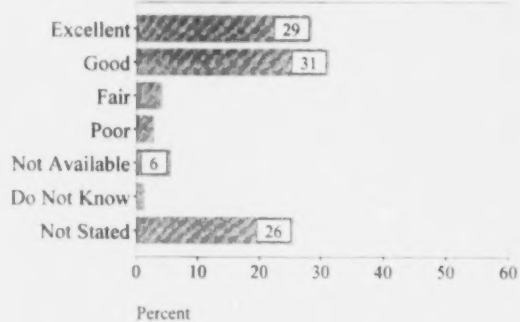


Chart 3.133 Service Provider Ratings of
Entrance Examinations:

Alternative Test Procedures *

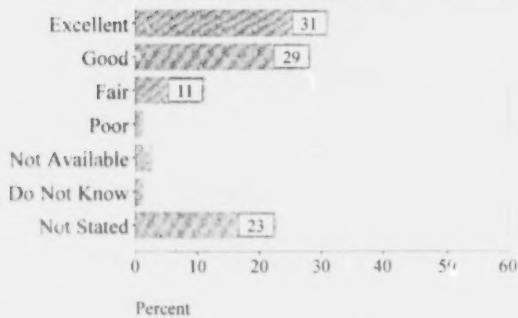


Chart 3.134 Service Provider Ratings of
Preparation, Registration, Orientation

Registration Assistance *

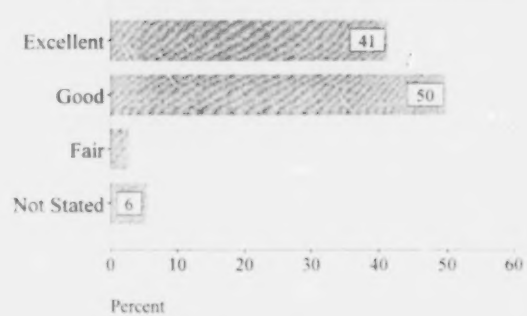


Chart 3.135 Service Provider Ratings of
Preparation, Registration, Orientation

Pre-Registration for SWDs *

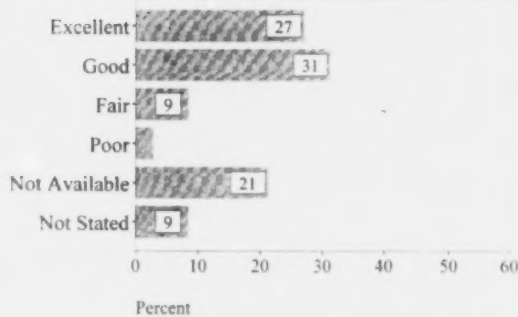


Chart 3.136 Service Provider Ratings of
Preparation, Registration, Orientation

TTY Registration *

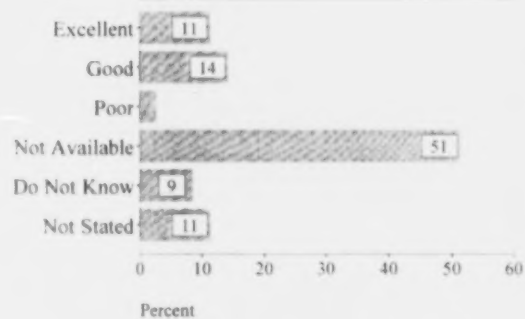


Chart 3.137 Service Provider Ratings of
Preparation, Registration, Orientation

Study Courses *

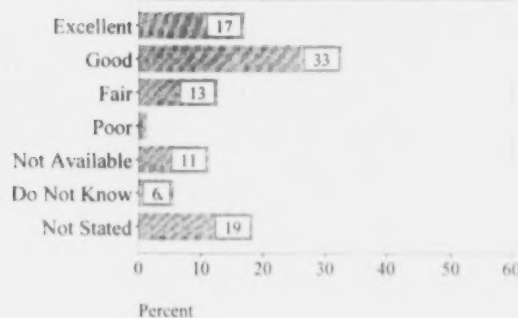


Chart 3.138 Service Provider Ratings of
Preparation, Registration, Orientation

Orientation Workshops *

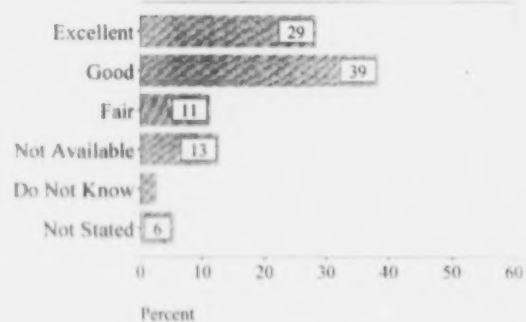


Chart 3.139 Service Provider Ratings of
Preparation, Registration, Orientation
Tours *

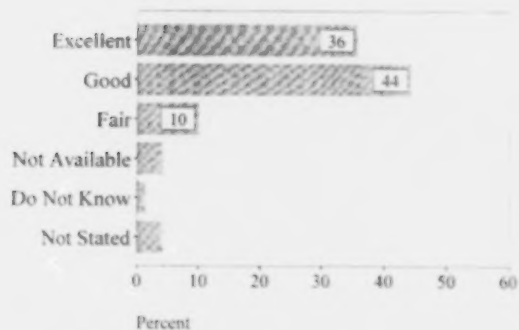


Chart 3.140 Service Provider Ratings of
Preparation, Registration, Orientation
Mobility Orientation *

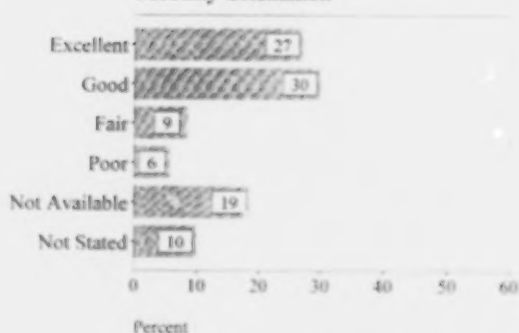


Chart 3.141 Service Provider Ratings of
Preparation, Registration, Orientation
Classroom Relocation *

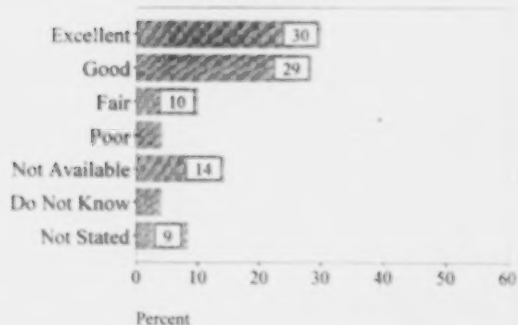


Chart 3.142 Service Provider Ratings of
Athletic Programs, Facilities For PWDs:
Adapted Athletic/Fitness Programs *

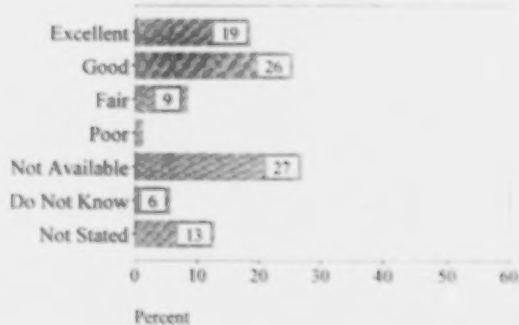


Chart 3.143 Service Provider Ratings of
Athletic Programs, Facilities For PWDs:
Adapted Athletic/Fitness Equipment *

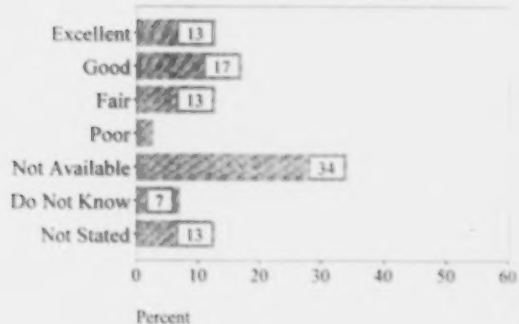


Chart 3.144 Service Provider Ratings of:
Athletic Programs, Facilities for PWDs:
Athletic/Fitness Specialists *

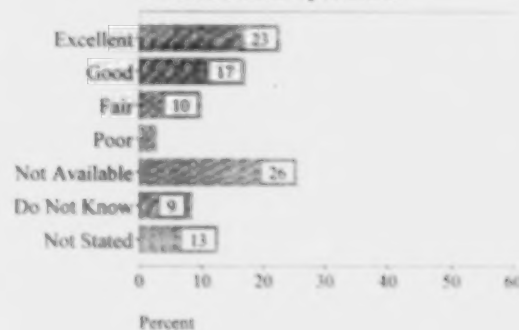


Chart 3.145 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Note Takers *

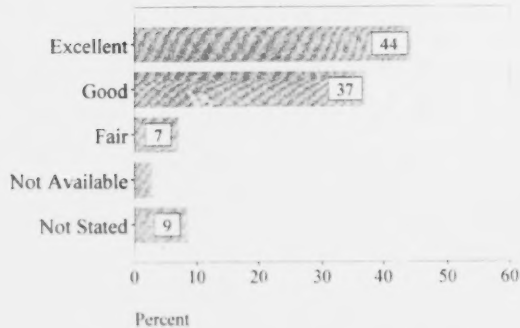


Chart 3.147 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Computer Access *

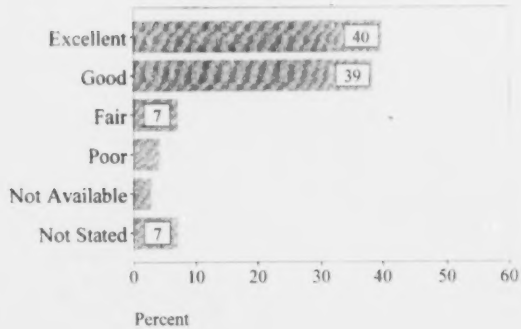


Chart 3.149 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
On-Campus Readers *

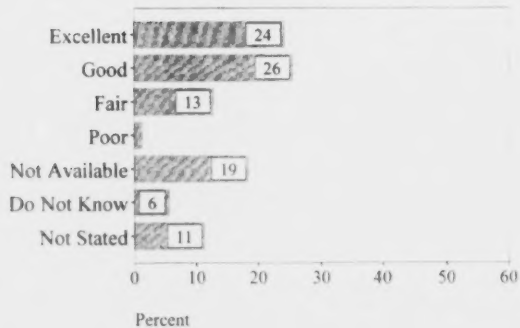


Chart 3.146 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Photocopy Pass *

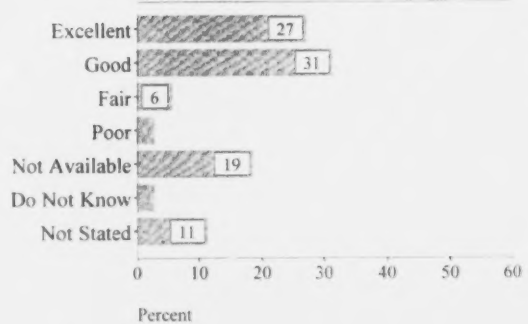


Chart 3.148 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Library Assistance *

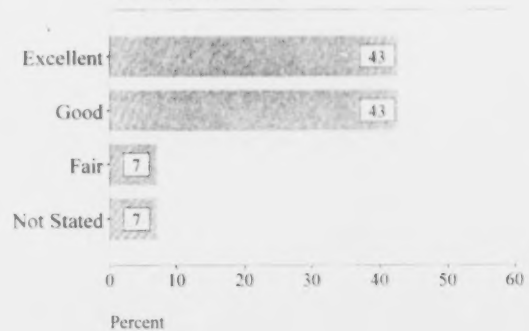


Chart 3.150 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Editing Help *

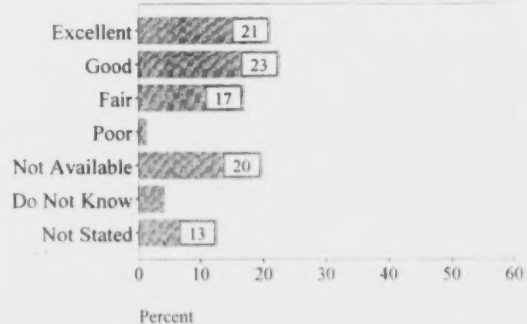


Chart 3.151 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Peer Tutoring Service *

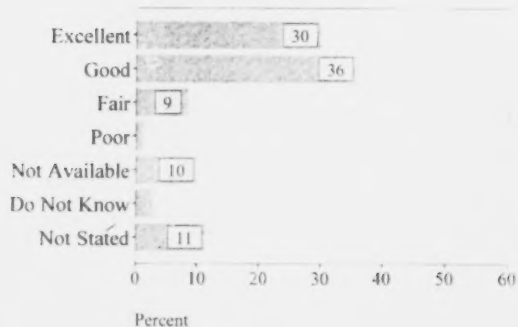


Chart 3.153 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Sign Interpreters *

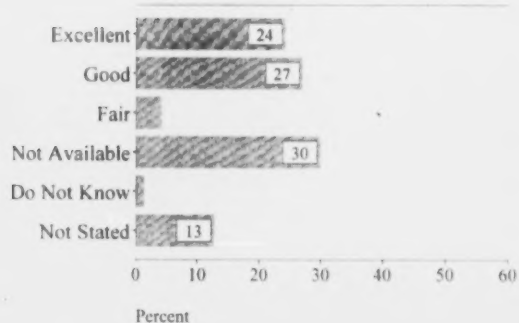


Chart 3.155 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Remediation Skills *

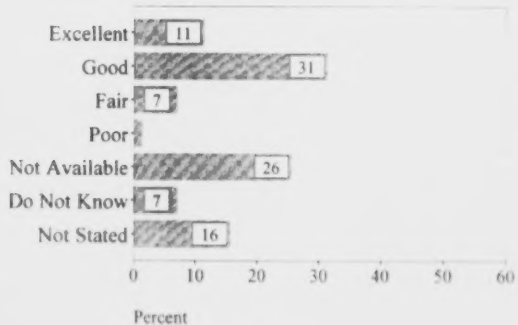


Chart 3.152 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Proof Reading *

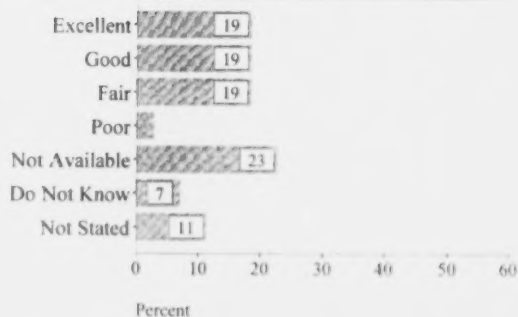


Chart 3.154 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Oral Interpreters *

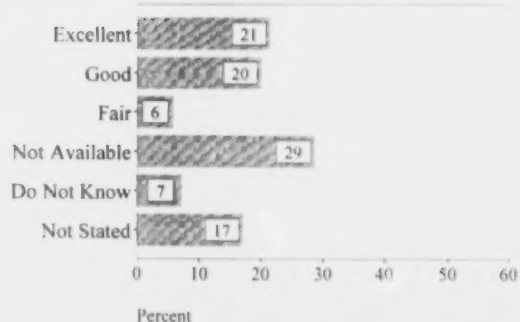


Chart 3.156 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
NCR Paper *

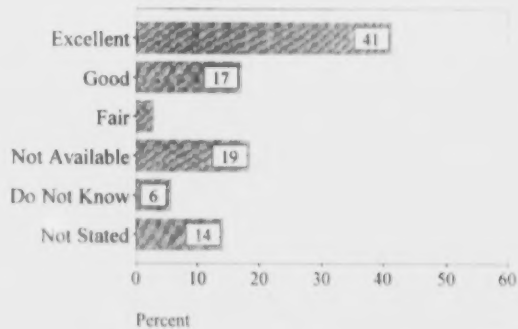


Chart 3.157 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Lap-Top Computers *

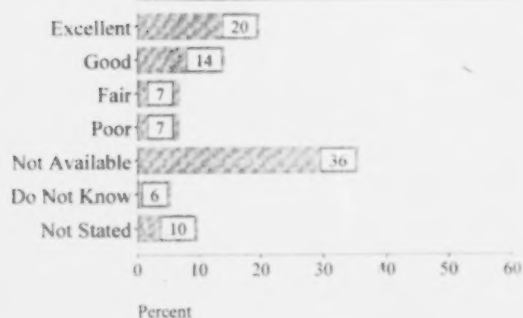


Chart 3.159 Service Provider Ratings of
Text-Book Access:
On-Campus Large Print Texts *

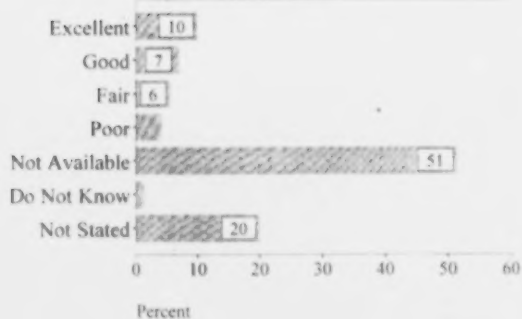


Chart 3.161 Service Provider Ratings of
Text-Book Access:
Talking Books *

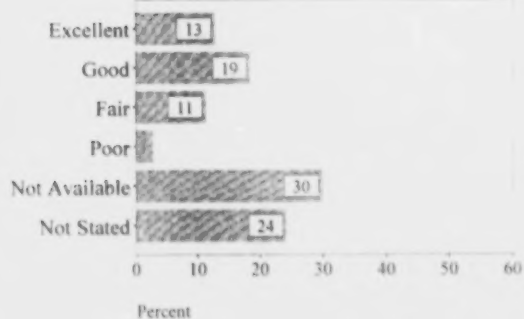


Chart 3.158 Service Provider Ratings of
Notes, Assignments, Papers Assistance:
Other Note-Taking Services *

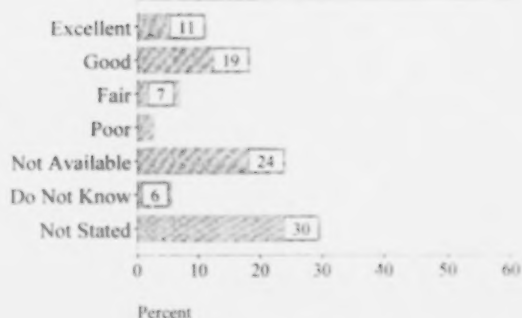


Chart 3.160 Service Provider Ratings of
Text-Book Access:
Braille Texts *

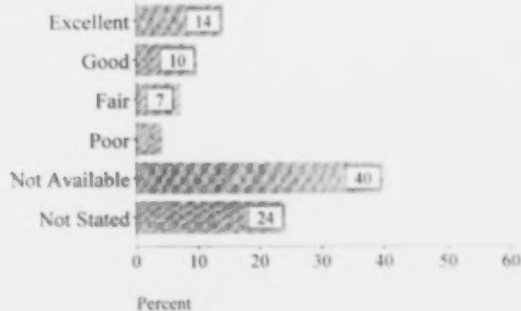


Chart 3.162 Service Provider Ratings of
Text-Book Access:
Page Turners *

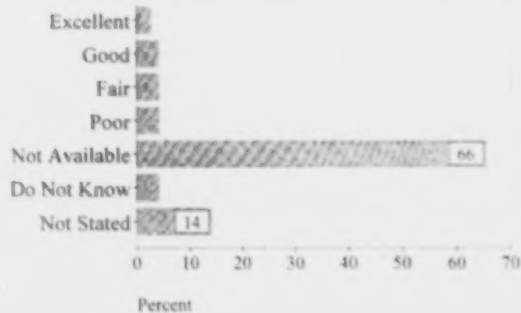


Chart 3.163 Service Provider Ratings of
Text-Book Access:

CCTV *

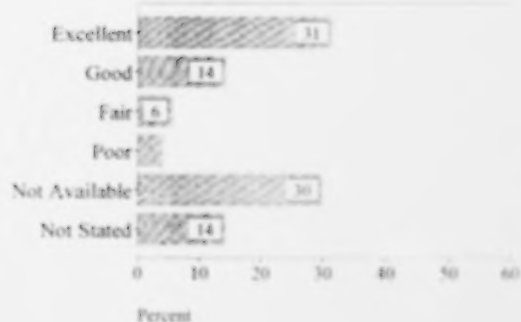


Chart 3.165 Service Provider Ratings of
Support for Instructors:

Alternate Teaching Strategy Assistance

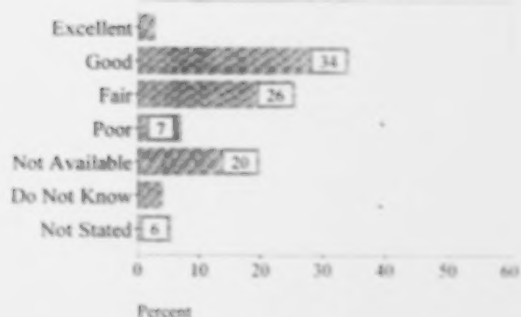


Chart 3.167 Service Provider Ratings of
Support for Instructors:

Case-by-Case Representation *



Chart 3.164 Service Provider Ratings of
Text-Book Access:

Assistance Retrieving Special Texts *

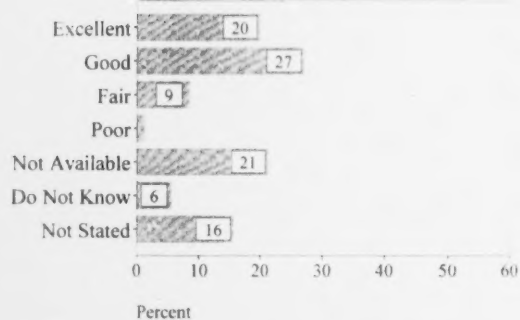


Chart 3.166 Service Provider Ratings of
Support for Instructors:

In-Service Training *

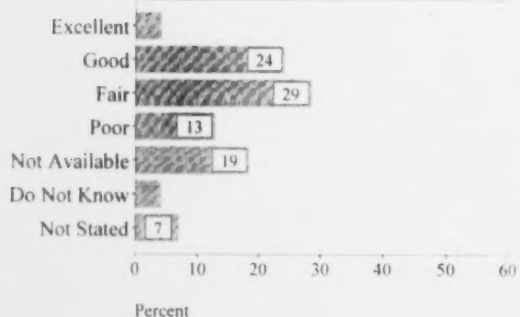


Chart 3.168 Service Provider Ratings of
Support for Instructors:

Instructor Notification by Admin *

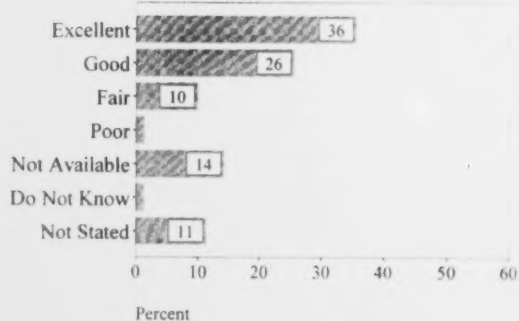


Chart 3.169 Service Provider Ratings of
Student Services for PWDs:

Vocational Assessment *

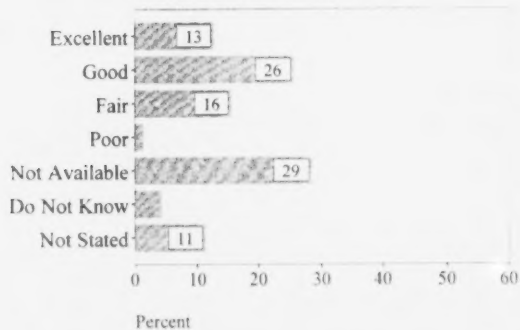


Chart 3.170 Service Provider Ratings of
Student Services for PWDs:

Psycho-Educational Assessments *

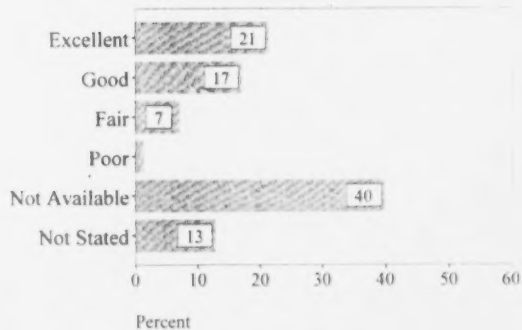


Chart 3.171 Service Provider Ratings of
Student Services for PWDs:

Counselling *

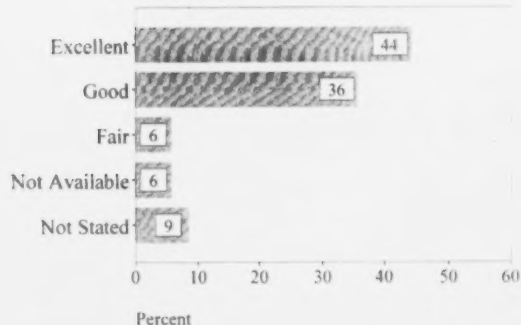


Chart 3.172 Service Provider Ratings of
Student Services for PWDs:

Assistance with Job Placement *

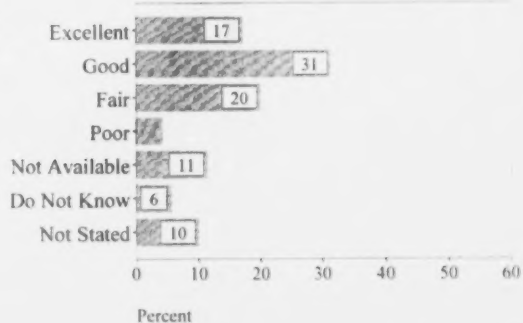


Chart 3.173 Service Provider Ratings of
Student Services for PWDs:

Tutoring *

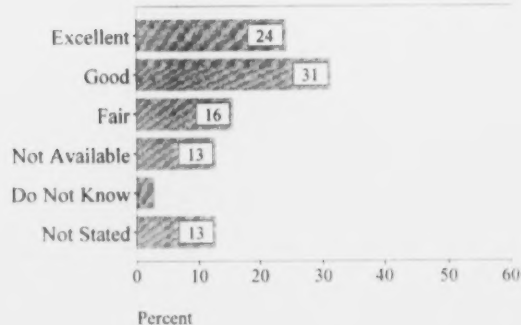


Chart 3.174 Service Provider Ratings of
Exams, Course Requirements:

Oral Examinations *

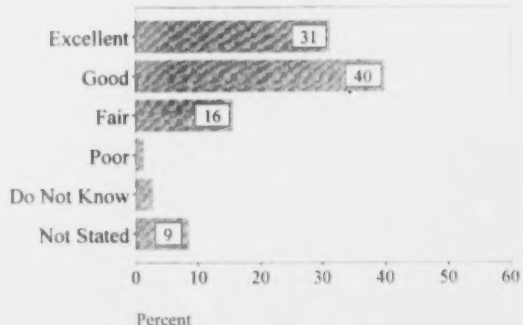


Chart 3.175 Service Provider Ratings of:
Exams, Course Requirements:

Extended Exam Time *

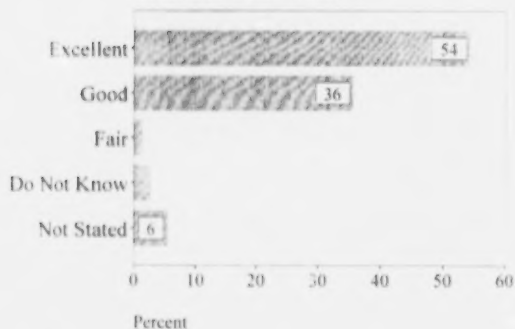


Chart 3.177 Service Provider Ratings of
Exams, Course Requirements:

Private Rooms for Writing *

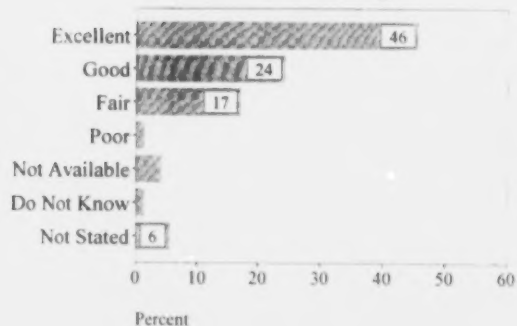


Chart 3.179 Service Provider Ratings of
Exams, Course Requirements:

Exam Study Assistance *

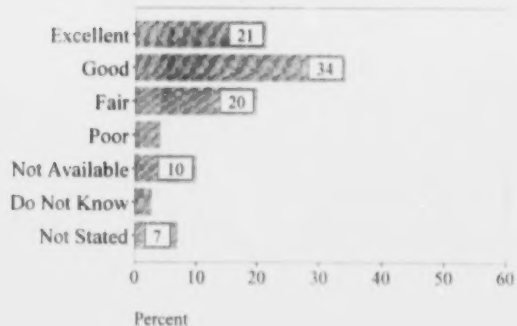


Chart 3.176 Service Provider Ratings of
Exams, Course Requirements:

Formula to Calculate Extended Time *

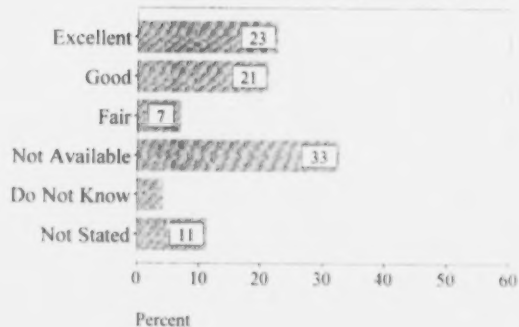


Chart 3.178 Service Provider Ratings of
Exams, Course Requirements:

Alternative Formats *

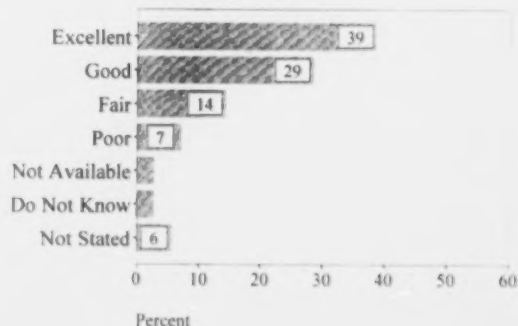


Chart 3.180 Service Provider Ratings of
Exams, Course Requirements:

Writers, Readers *

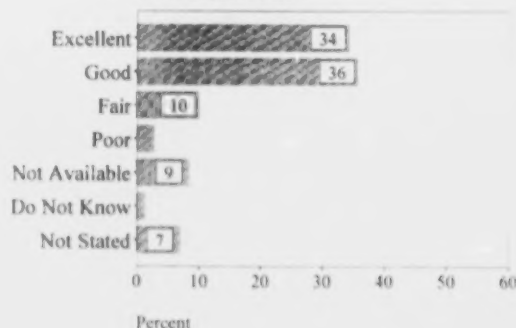


Chart 3.181 Service Provider Ratings of
Exams, Course Requirements:
Course/Program Modifications *

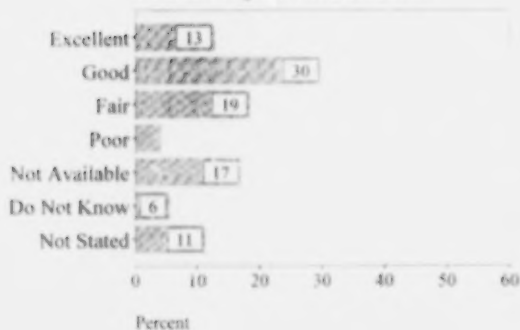


Chart 3.182 Service Provider Ratings of
Administrative Support, Policy:
Human Resources *

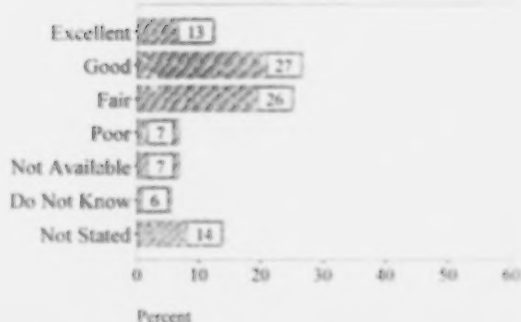


Chart 3.183 Service Provider Ratings of
Administrative Support, Policy:
Services/Programs Required Budget *

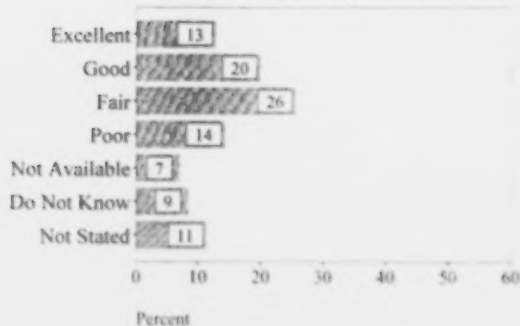


Chart 3.184 Service Provider Ratings of
Administrative Support, Policy:
Program Administration *

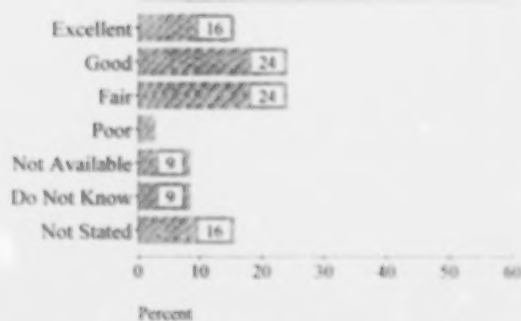


Chart 3.185 Service Provider Ratings of
Administrative Support, Policy:
Senior Administrative Commitment *

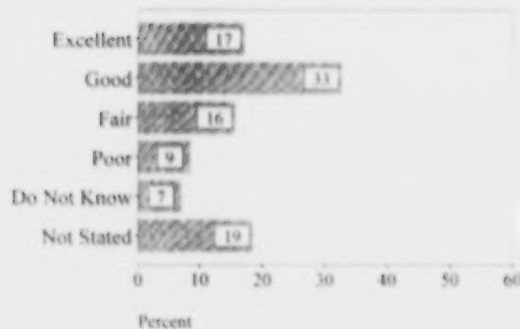


Chart 3.186 Service Provider Ratings of
Administrative Support, Policy:
Overall Access Policy *

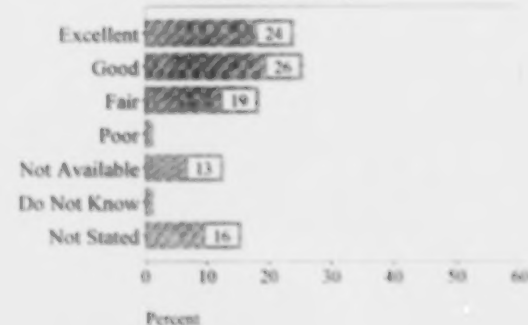


Chart 3.187 Service Provider Ratings of
Administrative Support, Policy:
Policy on Specific Disabilities *

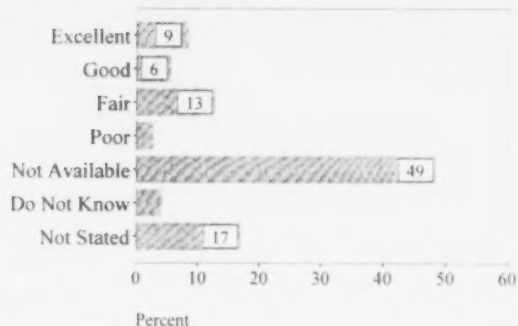


Chart 3.188 Service Provider Ratings of
Administrative Support, Policy:
In-Service Employee Training *



Chart 3.189 Service Provider Ratings of
Administrative Support, Policy:
Faculty/Departmental Cooperation *

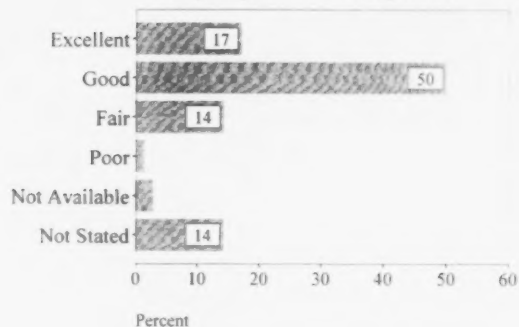


Chart 3.190 Service Provider Ratings of
Volunteer Services:
Volunteer Services *

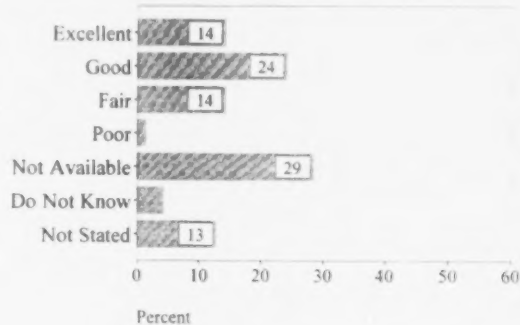


Chart 3.191 Service Provider Ratings of
Liaison with External Community:
Public Schools *

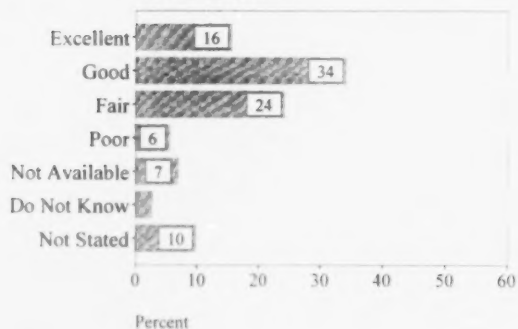


Chart 3.192 Service Provider Ratings of
Liaison with External Community:
CEGEP *

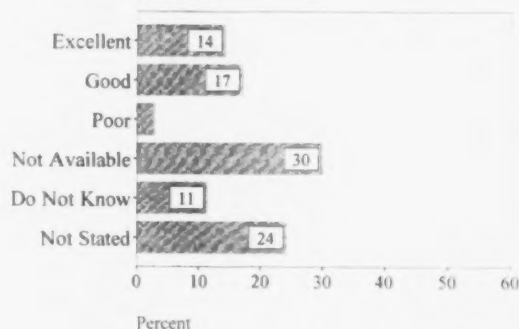


Chart 3.193 Service Provider Ratings of
Liaison with External Community:
Other Post-Secondary Institutions *

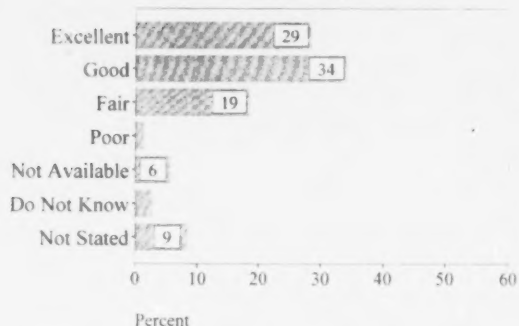


Chart 3.195 Service Provider Ratings of
Liaison with External Community:
Government Agencies *

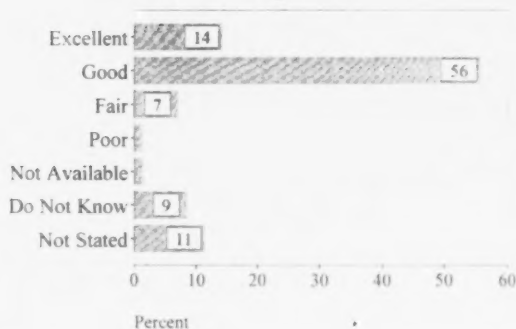


Chart 3.197 Service Provider Ratings of
Transportation - External Community:
Transit on Campus *

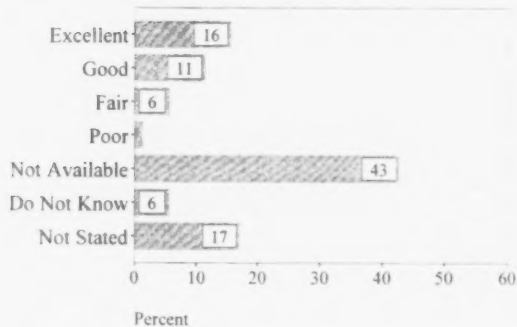


Chart 3.194 Service Provider Ratings of
Liaison with External Community:
Service Providers, Agencies *

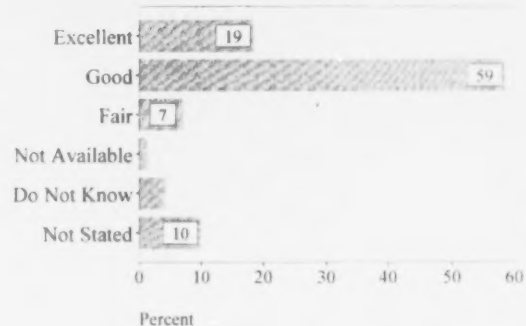


Chart 3.196 Service Provider Ratings of
Liaison with External Community:
Other Resources *

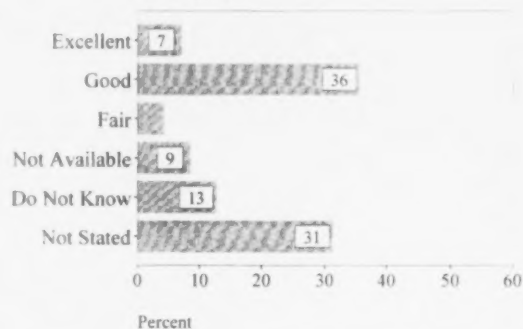


Chart 3.198 Service Provider Ratings of
Transportation - External Community:
Accessible Public Transit *

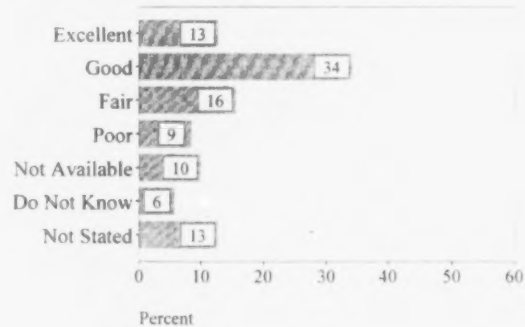
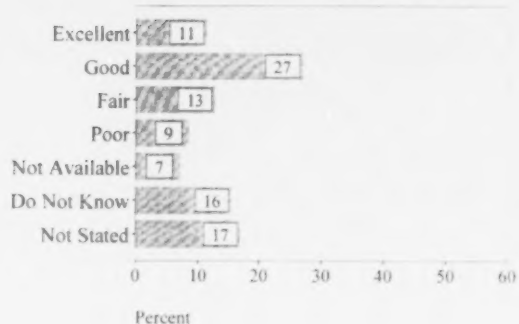


Chart 3.199 Service Provider Ratings of
Transportation - External Community:
Cost of Accessible Public Transit *



* Percents based on all institutional respondents (n=70). For questions, see Appendix Four.

Chapter Four: Student Assessments

Students were asked the same questions regarding facilities and services available at their institution as were service providers. They too were given the forced-choice categories of: 'excellent', 'good', 'fair', 'poor', 'not available' and 'do not know' - again, nonresponses were coded as 'not stated'. As with the service providers, some students noted the missing category on the questionnaire: 'not applicable', and others described how the categories and/or features were not applicable to their campus, in the open-ended questions (see Appendix Three). The original version of the questions are included in Appendix Four.

Again, facilities and services were grouped according to various features of accessibility: physical accessibility (main buildings, adaptive equipment, safety and emergency features, as well as accessibility to labs, on-campus housing and transportation etc.); educational accessibility (entrance examinations, preparation and orientation, athletic programs and facilities, assistance with course work and materials, support for instructors, student services, as well as examinations and course requirements); accessibility program and administration (administrative support and policies, volunteer services); and external community (liaison and transportation). Within each of these categories, respondents were asked to rate a series of specified facilities and services in terms of accessibility - see Charts 4.1 to 4.199.

As with the service-providers, students were asked to provide written comments on these features of accessibility, providing elaborations on ratings, and descriptions of situations unique to their institution - see Appendix Four. By and large, these comments represent a different focus on facilities and services, identifying, for instance, specific people that had provided excellent service, or the inadequacy of specific pieces of equipment. On the other hand, it should be cautioned that direct comparisons of quality or quantity of open-ended comments should not be made between service providers and students - it may be, for instance, that a single piece of equipment resulted in numerous comments, or that numerous pieces were not commented on. Therefore the comments should be considered as a separate sample of student's experiences, which may or may not be of common facilities or services.

Similarly, it should be noted that comparisons to numeric figures presented in the previous chapter should be made with caution. While the ratings provided by each service provider in the previous chapter represent individual institutions, the ratings provided by each student in the current chapter represent individual students. Since any representative sample of students should contain higher proportions of students at larger institutions, and lower proportions at smaller institutions, it cannot be compared directly to a sample of institutions - i.e. students at larger institutions are providing multiple ratings of the same institution. On the other hand, if student responses to each institution were compared separately with each institutional response, the small numbers of students from each institution would create much greater problems of representativeness. As a result, potential inferences from the percentages described in the current chapter should be limited to the overall population of students.

This chapter briefly reviews these student ratings of features of accessibility. As with the

previous chapter, it is grouped into the following sections: Physical Accessibility of Buildings; Physical Accessibility of Equipment and Labs; Physical Accessibility of Safety, Housing and Transportation; Educational Accessibility and Program Intake; Educational Accessibility and Special Programs; Educational Accessibility and Materials/Coursework Accommodations; Accessibility Programs, Administration and Volunteers; and Accessibility of External Community.

A. Physical Accessibility of Buildings

Students were asked to rate a series of specified features of main campus buildings on their campus: main student services building; main administration building; main library building; main food services building; and book store. Again, a common response to the open-ended comment sections was to (noting the lack of a Not Applicable category) indicate that one or more of these building categories were either combined in a single building, or that they are not housed in a single building (again, this likely accounts for much of the nonresponse of these questions).

Respondents were asked to rate each main campus building according to a series of common features: identified parking spaces; low grade ramps; low pressure doors; wing door handles; wide doorways; automatic doors; accessible washrooms; handrails on walkways; wide aisle areas; accessible service counters; special services for customers; with disabilities; elevators in all areas; braille/large print floor; elevator numbers; braille/large print elevator buttons; floor bells in elevators; coloured strips on stairs; outside lighting, according to a scale including the ratings: Excellent, Good, Fair, Poor, and Not available - see Charts 4.1 to 4.86.

In the open-ended portions of the building physical accessibility questions, some students provided comments similar to service providers, indicating variations in buildings on and across campuses. Interestingly, students tended to provide more detailed comments, noting specific successes, or noting that, while a given facility or services was in place, they had experienced a specific shortcoming or problem.

For instance, successes were identified:

☞ The excellent bookstore has just been renovated and is well ramped. *Mobility impaired; University, BC*

☞ [Main library building] The Accessibility Centre is excellent, as is the staff. *Medical Disability; University, ON*

☞ Considering [The University] is a small university, it does an excellent job of making accessibility as good as it can be. *Mobility Impaired; University, ON*

☞ [Book store] The staff is wonderful. *Learning Disability; College, ON*

And problems were identified:

☞ [Main administration building] Must move furniture to get into financial services office. *Mobility impaired, Learning Disability; College, BC*

☞ À l'entrée avant il y a une place ouverte pour livrer la marchandise (camion) une seule bande jaune indique qu'il y a un trou de 3 pied, c'est très dangereux.
Cécité/Déficiência visuelle; Collège, QC

☞ [Elevators] should have flashing light for the deaf. *Deaf/Hard of hearing; College, ON*

☞ Library book stacks are horrible. Makes browsing impossible if in a wheelchair.
Mobility impaired, Medical Disability; University, ON

☞ [Main student service building] Les porte d'entrée: ouvre seulement un côté, donc ce n'est pas correct pour handicapé physique, car cela a un difficulté d'entrer.
Surdité/Personne malentendante; Collège, QC

☞ [Main student service building] Les boutons de l'ascenseur ne sont pas accessible, trop haut. *Déficiência motrice; Collège, QC*

☞ [Book store] Difficult to access interior with wheelchair (too congested). Signage not good -- too small to look for books for your courses. *Blind/Visually impaired; University, Atlantic Canada*

☞ Certains salles de bain sont dites "accessibles" mais ne le sont pas! Il faut faire des longs détours pour en trouver. Aux cafétérias, il faut entrer par la sortie (caisses). Le nouveau complexe sportive (hiver 97) n'offre aucun service adapté. Une chance qu'il y a le Service d'intégration aux étudiants handicapés (SIPH). Mais les locaux sont trop petits. Ils ne peuvent installer tout leur l'équipement. *Déficiência motrice; Université, QC*

In the case of the ratings, as with the service providers, students often rated certain building features as Good or Excellent, and also provided ratings of Poor or Not Available in the case of specific features.

For example, many students rated identified parking as either Good or Excellent: Main

Student Services Building - 51% (177/349) (Chart 4.7); Administration Building - 43% (151/349) (Chart 4.18); Library - 33% (116/349) (Chart 4.41); Food - 28% (98/349) (Chart 4.59); Book Store - 31% (106/349) (Chart 4.76). The rating of Poor is similar across the identified parking of different buildings. For instance: Main Student Services Building - 5% (17/349) (Chart 4.7); Administration Building - 6% (22/349) (Chart 4.18); Library - 7% (25/349) (Chart 4.41); Food - 7% (23/349) (Chart 4.59); Book Store - 7% (23/349) (Chart 4.76).

However, these ratings were accompanied by specific comments. With respect to open-ended responses to assessments of identified parking, students identified some shortcomings. For instance:

☞ [Main administration building] Parking always taken by cars without proper ID; Only two accessible washrooms that everyone (ie. able-bodied students) uses. *Mobility Impaired, Learning Disability; College, ON*

☞ [Main administration building] Should have more and better parking spaces for handicapped parking. *Mobility impaired, Medical Disability; College, Atlantic Canada*

On the other hand, some building accessibility features were rated lower, or as Not Available by students (i.e. coloured strips, low pressure doors, and accessible service counters). For example, a higher proportion of students rated accessible service counters as Poor in main campus buildings than most other features: Main Student Services Building - 15% (51/349) (Chart 4.10); Administration Building - 12% (42/349) (Chart 4.27); Library - 12% (41/349) (Chart 4.44); Food - 11% (39/349) (Chart 4.62); Book Store - 14% (47/349) (Chart 4.79).

Importantly, however, students overall provided open-ended comments that identified specific gaps in or problems with a given facility or service. These comments were often directed at physical (e.g. wheelchair) accessibility but also included a range of other problems:

☞ [Book store] Aisles too narrow. Must enter when no-one else is in store. Service is great - present a list of books to pick up next day. Could have a day especially for chairs because rows are narrow, plus incoming supplies (boxes) are all over. *Mobility impaired, Learning Disability; College, BC*

☞ The automatic doors in the buildings often do not work during the hours I am there. Are they turned off? *Mobility impaired; College, M*

☞ [The College] is only one building. There is only one ramp and that is in the parking lot to the basement entrance. ABC elevators; Students refuse to grant wheelchair bound students right of way to elevators. Ergo, wheelchair bound people are **always** late for their classes. *Blind/Visually impaired, Dyslexia; College, AB*

✂ [Main administration building] I have some breathing problems; What I don't like is that... the elevator in one section only goes to the second floor. I have to get off, walk a great distance to access the main elevator to continue to the third floor.
Medical disability (Migraines); College, ON

✂ [Main library building] People must get special key to get to 4th and 5th floors.
Mental Health Disability, University, ON

✂ [Book store] Automatic door works one way only. Why? *Mobility impaired; University, ON*

Lighting and features of accessibility for the visually impaired were also frequently mentioned in open-ended responses:

✂ Need large print numbers on **all** class room doors. *Blind/Visually Impaired; University, ON*

✂ [Main library building] Couloirs très large mais pas de signaux dans les ascenseurs. *Cécité/Déficiences visuelle; Université, QC*

✂ There is very dim outside lighting all over the campus, especially near and on the way to the parking lots. *Multiple disabilities; University, BC*

✂ [Main administration building] Need more outdoor lighting. *Mobility impaired; University, BC*

However, it should be noted that students overall provided nuanced and detailed comments in the form of open-ended responses, qualifying their assessments with respect to their specific disability:

✂ For physically disabled, excellent. For visually impaired, needs improvement. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

✂ Physical accessibility is not a problem for me personally, but I can see where there are potential problems. Frankly the state of the buildings at [The University] is bad even for those of us without physical disabilities. *Learning Disability, Medical Disability; University, ON*

✂ [Main library building] Not easily accessible by the blind; very confusing place to the sighted, let alone the blind. *Blind/Visually impaired; University, ON.*

✎ [Main student service building] Coloured strips don't stay on stairs very long. *Blind/Visually impaired; University, NB*

Students often were aware of obstacles to improving facilities, including such problems as the geographic features of the campus:

✎ There is a hill leading down to the school entrance from the upper residence houses that is very steep. Something should be done immediately to make this area easier to access for people with disabilities. *Mobility Impaired; University, ON*

✎ The very nature of our campus, on a mountain side, makes access problematic. Possibly management does an adequate job in this, but in my view, there is much room for improvement. *Mobility impaired; College, BC*

The age of buildings and the consequent difficulties with renovations were also noted:

✎ [Main administration building] We are dealing with an old building that doesn't seem to have been upgraded much in the last few years. *Blind/visually impaired; University, Atlantic Canada*

✎ I believe all the existing buildings were built before society decided to take care of people with disabilities. *Blind/Visually impaired; University, QC*

Students also stressed the need for student consultation and active lobbying:

✎ [Book store] Building very poorly planned. Our society had little input. If we had been consulted first, would have saved money and not had to redo things. *Mobility impaired; University, BC*

✎ These areas are improving rapidly after successful lobbying resulting in a five year strategy with funds. *Mobility impaired; University, BC*

✎ The new buildings, like the Professional Faculties building, are being built with no thought to disabled students. Many things going into these buildings make them inaccessible to students with disabilities. *Learning Disability; University, AB*

B. Accessibility of Equipment and Labs

Students were asked to rate the accessibility of: Special Equipment (scanner, CCTV, braille, 4-track recorder, TDD/TTY, phonic ears/FM amplifier, acoustically treated rooms, talking calculator, wheelchairs, specialized software for students with learning disabilities); Adaptive Computer Equipment (voice recognition, internet access, loaner lap-tops, braille printers, braille displays, real-time captioning, screen reading software, adapted computer keyboards, hearing assistance software, adaptive technology training, and separate adaptive technology resource centre); and Labs (accessible counters in physical science labs, accessible computer labs, and adaptive computer technology in computer labs). See Charts 4.87 to 4.109 and 4.115 to 4.118.

In the case of each equipment and lab feature, more than 50% of students either did not provide a rating, or indicated Do Not Know - with the exceptions of Internet access (Chart 4.98) and accessible computer labs (Chart 4.117). (As opposed to only 4 or 5 features of buildings - i.e. mostly elevator features - that receive more than 50% Do Not Know or Not Stated ratings among all of the building features in the previous section). This is likely due to the fact that specialized equipment and labs involve types of accessibility features that are required by a lower proportion of students than are, for instance, most building features.

However, another reason for a high number Do Not Know and Not Stated ratings may be that students were not aware whether certain services and facilities were available. This explanation is supported by the open-ended comments, where students indicated a lack of awareness, or need for more information:

☞ [Special equipment] I don't know if they have these things but would use them if I could find them. *Multiple disabilities; University, ON*

☞ [Special equipment] I have not been informed whether we have these things, or whether they would be any use to me. *Learning Disability; University, ON*

☞ [Adaptive computer equipment] The Disability Resource Centre helped me to apply to SET-BC in order to borrow adaptive technology, but then the support stopped. As far as I know most of their adaptive equipment and training is for students with visual and hearing impairments. But I do not know the extent to which these services are available. *Other-Loss of fine motor control; University, BC*

A number of students indicated that they used their own adaptive equipment:

☞ [Adaptive computer equipment] J'ai un très bon équipement chez moi [Internet access]. *Déficiences motrices; Université, QC*

✎ [Labs] Due to space constraints computer lab wasn't very accessible. I received grant money so I had a computer and printer at home. *Mobility impaired; University, ON*

On the other hand, where students indicated an awareness of equipment or facilities on campus, their assessments were once again mixed. For instance:

✎ [Special equipment] The equipment available is wonderful. The Services for Students with Disabilities here on campus, along with students, helped raise funds to buy motorized scooters for students to use. *Learning Disability; University, AB*

✎ Computer labs have no ergonomic features at all! *Other-Agility (RSI); College, ON*

✎ [Adaptive computer equipment] Have purchased my own equipment, but loaner laptop and adaptive technology training provided by college. Very helpful in accommodating my needs. *Blind/Visually impaired; College, AB*

Again, students provided details on gaps, problems, or shortcomings with facilities and services that were in place on their campuses. For example:

✎ [Special equipment] Has not been upgraded and is much too slow to be useful in a crunch. *Blind/Visually impaired; University, Atlantic Canada*

✎ [Special equipment] None of the equipment is lent to students unless a minimum of two courses is taken and SET-BC has accepted student's application. *Multiple disabilities; College, BC*

✎ [Adaptive computer equipment] For the entire campus, there are only two places where adaptive computer equipment is available: the Adaptive Technology Centre in [The Library] (described above) and [The Centre]. [The Centre] has one braille printer, two computers with voice synthesizers and a couple of desks. This room is usually used for exams, although it is noisy, distracting and uncomfortable... *Blind/Visually impaired; University, Atlantic Canada*

✎ Lack of attention to whether a monitor is close enough or not, height; things like that cause strain when using. *Blind/Visually impaired; University, Atlantic Canada*

✎ [Adaptive computer equipment] There is a special room in the library services area designated for disabled students, which is locked before and after admin staff arrive

and leave (before 9 am and after 4 pm). The technology in it is ten years behind. The computer is a 386 running WordPerfect 3.1. And the other software didn't work when I tried it. Only one computer. *Mobility impaired, Medical Disability; University, ON*

☞ [Text-book access] There is one CCTV from the stone age. Very difficult to use. *Blind/Visually impaired; College, M*

Students specifically identified the importance of including instruction and/or training with specialized equipment:

☞ [Special equipment] Even the people who work for the school do not know what they are able to do for you. *Learning Disability; University, BC*

☞ [Adaptive computer equipment] School will not pay for classes to teach students that need these services how to use them. *Learning Disability; College, ON*

In several cases, students provided open-ended comments that suggest an awareness of the importance of physical accessibility of special, adaptive equipment and labs, as well as some suggestions for generalized solutions. For instance:

☞ [Adaptive computer equipment] I believe, if some of these features were available, I would do a lot better. *Blind/Visually impaired; College, ON*

☞ [Special equipment] There should be government assistance to provide students with disabilities with a variety of equipment suited to their needs. *Deaf/Hard of hearing; University, NB*

C. Physical Accessibility of Safety, Housing and Transportation

Students were asked to rate a series of non-academic service features, i.e.: Safety, Emergency Features (safety policies, refuge alarms, flashing alarms, emergency procedures, and emergency assistance); Access to On-Campus Housing (identified parking spaces, low grade ramps, low pressure doors, wing door handles, wide doorways, automatic doors, accessible washrooms, handrails on walkways, accessible rooms, and attendant care); and Adapted On-Campus Transportation (on-campus transportation, convenient hours of service, and affordable cost). See Charts 4.110 to 4.114 and Charts 4.120 to 4.131.

With respect to the five features of Safety and Emergency procedures, a large proportion (greater than 50% in all but one case) of students indicated that they either Did Not Know about the feature, or did Not State a rating. The open-ended questions tend to suggest a lack of awareness and a need for information on the part of students:

✎ Was never explained to me. *Mobility impaired; College, ON*

✎ Have not been told anything about these features. *Blind/Visually impaired; University, ON*

✎ I'm unaware of many of the things listed above. *Deaf/Hard of hearing; University, Atlantic Canada*

As well, the open-ended responses tend to indicate concern on the part of students:

✎ I think the refuge areas in the new building look like concrete traps where a person might go to die. They look scary. *Medical Disability; University, BC*

✎ [Safety, emergency features] Brought to Administration's attention and a process is now being investigated and updated. *Mobility impaired; University, BC*

Specific understandings of problems with existing Safety and Emergency procedures were also cited:

✎ Emergency procedures are not practised although doors are marked with emergency signs, and emergency routes are indicated on diagrams on walls. There is an audio alarm but no visual one. *Blind/Visually impaired; University, Atlantic Canada*

✎ Fire wardens in every building but never know who it is - they don't even know. No emergency phone on second floor and no way to alert someone if you are in the refuge area. *Mobility impaired, Learning Disability; College, BC*

In terms of on-campus housing and on-campus transportation, large proportions of students either rate a given feature as Not Available, Do Not Know or Not Stated. On the other hand, where these features are rated, students tend to rate them favourably (i.e. Excellent or Good rather than Fair or Poor) (see Charts 4.119 to 4.128 and 4.129 to 4.131).

In terms of open-ended responses, students identify the difficulties related to a lack of on-campus housing facilities for students with certain accessibility needs:

✎ I live off campus because residence not equipped to meet my needs. *Deaf/Hard of hearing; University, Atlantic Canada*

✎ I looked into the possibility of staying on campus. There is no accessible housing

for wheelchairs, particularly for quads. In fact, there is only one housing building that I can get into. *Mobility impaired; University, M*

✖ Pas assez de toilette adaptés. *Déficiences motrice; Université de Montréal, QC*

Similarly, students provided a range of assessments of on-campus transportation services:

✖ Je dois utiliser le transport adapté de la CITE pour aller d'un pavillon à l'autre et je dois payer chaque fois. J'utilise un transporteur privé pour aller de ma résidence au Cégep car il n'y a pas de transport adapté dans ma localité. *Déficiences motrice; Cégep, QC*

✖ Van driver is burned out and not always reliable. A part-time driver gave me a ride [...] and did **not** secure my wheelchair in place (with tie-downs) because he didn't know how. Campus van service is taken out of service on the last day of classes (each term). Therefore, van service is unavailable during exam period. *Mobility impaired; University, ON*

✖ Le service est excellent mais il serait important d'indiquer un point de rencontre sur le campus car très souvent les chauffeurs ont de la difficulté à me retrouver sur le campus. *Déficiences motrice; Université, QC*

D. Educational Accessibility, Intake and Athletic Programs

Students were asked to rate a series of services related to educational accessibility and program intake, i.e.: Entrance Examinations (adaptations for exams and alternative test procedures); Preparation, Registration and Orientation (registration assistance, pre-registration for students with disabilities, TTY registration, study courses, orientation workshops, tours, mobility orientation, and classroom relocation); as well as Athletic Programs and Facilities for PWDs (adapted athletic/fitness programs, adapted athletic/fitness equipment, athletic/fitness specialists assistance with course materials).

Again, where ratings were provided, students tended to rate Entrance Examinations and Preparation, Registration and Orientation services highly. The majority of students were unaware of most disability-specific features (TDD/TTY registration capabilities, mobility orientation). Notably, a full 69% (240/349) of students indicated that they Did Not Know about TTY registration - a possible explanation is the relatively small percentage of students who require this type of service.

Students provided detailed descriptions of their experiences with Entrance Examinations. For instance one student noted a specific problem with nationally-administered exams:

✎ Getting into my current program was not a problem. My department (with the exception of two professors) doesn't know about my disability. Now I would like to apply to medical school, so I need to write the MCAT (which most schools insist on). The service which administers the MCAT will allow students extra time to write the test, etc. with documentation, but then they flag the scores and let the schools know that the student's test was written under special conditions. I feel that this is totally discriminatory since I don't want to have to explain to any schools why I need those accommodations. ADD could be seen as a weakness. The whole purpose of having accommodations is to make it a level playing field. *Learning Disability; University, QC*

Students also specified the need for preparation, registration and orientation services:

✎ I think that students should be counselled to help relieve anxiety about whether they can do it or not (or attend a few classes prior to deciding). I was so anxious that I purchased a hearing device worth \$100 that I did not actually need because I was afraid I wouldn't be able to hear well enough. *Medical Disability; University, Atlantic Canada*

While other students described problems with and solutions for preparation, registration and orientation services:

✎ C'est le service d'intégration qui fait tout l'ouvrage. Il contacte même les professeurs au début de chaque session si l'on veut. Il envoie alors un pamphlet décrivant les obstacles environnementaux qu'on pouvait rencontrer en cours de session (retard ré: à cause de transport, température, etc.) *Déficiences motrices; Université, QC*

✎ People with disabilities can't do anything until OSAP as well as Special Needs bursary comes in. I couldn't get my books on tape, a tutor or help until I got OSAP which unfortunately was October 31. "Student Awards" helped when they could and were great. *Learning Disability; College, ON*

✎ Better orientation in and around any educational institution to be attended by a visually impaired student is of paramount importance. This would reduce significantly the stress of the unknown environment. *Blind/Visually impaired; University, Atlantic Canada*

Similarly, some students identified successes, while others identified problems with classroom relocation (e.g.):

✎ On relocalise les salles sans avertir les étudiants. *Cécité/Déficiences visuelles;*

Université, QC

✕ Relocation on account of disabilities highly unlikely. *Medical Disability; University, ON*

✕ The Services for Students with Disabilities will arrange relocation of an inaccessible class within a day. *Learning Disability; University, AB*

As well, students who need special athletic programs and facilities described specific problems. For instance:

✕ The gym is too hard for me to get into. I need security to open a special door each time. *Mobility Impairment, Learning Disability; College, ON*

✕ Working for two years; progress slow; funding is blamed. *Mobility impaired; University, BC*

E. Educational Accessibility and Academic Accommodation

Students were asked to rate a series of services related to educational accessibility and academic accommodation: i.e. ; Assistance with Lecture Notes, Assignments and Research Papers (note takers, photocopy pass, computer access, library assistance, on-campus readers, editing help, peer tutoring service, proof reading, sign interpreters, oral interpreters, remediation skills, NCR paper, lap-top computer, and other specialized note-taking services); Text-Book Access (on-campus large print, texts, braille texts, talking books, page turners, CCTV, and assistance retrieving special texts); Support for Instructors (assistance with alternate teaching strategies, in-service training, case-by-case representation to instructors, and notification to instructors by administration); Student Services for Persons with Disabilities (vocational assessment, psycho-educational assessments, counselling, assistance with job placement, and tutoring); Course Requirements (oral examinations, extended exam time, formula to calculate extended time, private rooms for writing, alternative formats, exam study assistance, writers, readers, and modification of course/program requirements).

Most students had had some experience accessing academic support services and the majority rated note-takers, computer access, and library assistance services as Good or Excellent (Chart 4.145, 4.147, 4.148).

In the open-ended responses, some students again indicated a lack of awareness, as well as a strong need for assistance with lecture notes, assignments and research papers, as well as for other academic support services. For instance:

✎ [Assistance with lecture notes, assignments, research papers] I wish many of these things were available to me though I am unaware of whether they are. *Deaf/Hard of hearing; University, Atlantic Canada*

✎ [Assistance with lecture notes, assignments, research papers] Really wish I had electronic note taker. *Deaf/Hard of hearing; University, ON*

✎ [Assistance with lecture notes, assignments, research papers] These things would be very helpful. *Learning Disability; College, ON*

✎ [Student services for persons with disabilities] I was never offered any of these services. *Mobility impaired; University, ON*

Students also provided a range of assessments regarding the quality of assistance with lecture notes, assignments and research papers (e.g.):

✎ [Assistance with lecture notes, assignments, research papers] My profs are excellent at providing me with lecture notes prior to classes. *Learning Disability; University, M*

✎ [Assistance with lecture notes, assignments, research papers] I was given paper and had to find a classmate to take notes. *Learning Disability; College, AB*

✎ [Assistance with lecture notes, assignments, research papers] The note taker/study coach availability is hit or miss... The Disabled Students coordinator said that I should not expect much when they are only paid \$8.00/hour... *Medical Disability; University, BC*

✎ [Assistance with ...] There is no "specialized" help for students with disabilities, which is why I scaled this question the way I did. Students with disabilities have the same access to these services as every other student does. *Blind/Visually impaired; University, QC*

They also described a range of funding arrangements for assistance with lecture notes, assignments and research papers (e.g.):

✎ [Assistance with lecture notes, assignments, research papers] My assistants are independent of the university -- ie. through insurance. Without the insurance assistance, going to school would be impossible. *Mobility impaired; University, M*

☞ [Assistance with lecture notes, assignments, research papers] Nous choisissons nous-même nos personnes ressources. Nous sommes considérés comme les employeurs. NCR -> nous devons l'acheter et demander au Ministère de nous rembourser. *Déficienne motrice; Université, QC*

While most students were unable to evaluate the various features of text-book access, among those who could, open-ended responses indicated that the process of obtaining alternative format material is problematic:

☞ The Bookstore staff is willing to help in any way they can. All you have to do is ask. *Mobility Impairment, Learning Disability; College, ON*

☞ [Text-book access] I get my text books taped (wasn't sure what category that is). The service from the audio library is excellent, though there is some delay in getting materials. *Learning Disability; University, ON*

☞ [Text-book access] To get a book on cassette this last time took over a month. *Learning Disability; College, AB*

☞ [Text-book access] Ontario, on the whole, has a poor talking book system. There is an organization in the U.S. for the fee of \$75 that is so much better. It would be pointless to even attempt to access [The University's] talking book system. *Learning Disability; University, ON*

☞ [Text-book access] Very poor in this area. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

With respect to instructors (and support for them), some students identified problems (e.g.):

☞ [Support for instructors] The attitude of individual instructors varies. I have been at it for six years - officially disabled for five. I am tired of explaining. If an instructor seems unempathetic, I am out of luck or I quit the course. Instructors who know someone with my condition seem most understanding. *Medical Disability; University, BC*

☞ [Support for instructors] The instructors don't seem to really know what the needs are or how best to help the student. But for the most part they are very cooperative and more than willing to help. *Blind/Visually impaired; University, Atlantic Canada*

☞ [Support for instructors] Some instructors do not want to know about your

disability. They rely on Disability Services to arrange tests or exams. Disability Services will send a form letter if student does not want to approach an instructor. *Mobility impaired, Learning Disability; College, BC*

✎ [Administrative support] One of my professors was extremely helpful, but one was difficult. Completely unsympathetic (though that's not imperative) and not helpful re: alternate exam times, and would not deal with my assistant instead of me. *Medical Disability; University, BC*

Other students identified specifically problems of communication between administration or faculty in the case of support for instructors. For example:

✎ [Support for instructors] It depended. While in my program, I couldn't register as a special needs student because my marks were too high, meant professors weren't notified promptly. This led to difficulties. *Mobility impaired; University, ON*

✎ [Support for instructors] Though administration and support services may suggest alternate teaching strategies, the instructor does not have to follow them. *Mobility impaired, Medical Disability, Other; College, BC*

Most students were also able to assess the provision of extended exam time, with more than three quarters of all respondents rating it as Good or Excellent (Chart 4.175). Yet despite the fact that students made good use of this service, at least one third were unaware of whether there was a formula in place to calculate extended time (Chart 4.176). Almost half of all students indicated that they did not know whether course/program modifications were available. A fairly high proportion (over 10%) rated this as Fair or Poor while less than 20% rated this feature as Good or Excellent (4.181).

Again, with respect to examination accommodations, students provided details about specific experiences. This involved either a positive assessment (e.g.):

✎ Extra time is never a problem. *Blind/visually impaired; University, Atlantic Canada*

✎ Professors were very accommodating. Some were unfamiliar with procedure so I had to explain it to them. *Mobility impaired; University, ON*

Or, it involved identification of the absence of exam accommodation (e.g.):

✎ Profs will **not** give alternatives. Psychology Department is not adaptable in this area. *Mental Health Disability, Other-Non-declared Learning Disability; University,*

ON

✎ J'ai des problèmes à avoir une période prolongée d'examen malgré que j'écrive lentement / handicap moteur. *Déficiences motrices; Cégep, QC*

✎ Not given time needed for exams. *Learning Disability; College, ON*

✎ Art History course does not allow me to take an exam in a private room or allow for extra time because the exam includes slides and can only be done in the classroom. *Multiple; College, AB*

Or, students described problems or shortcomings with existing examination accommodation (e.g.):

✎ Very poor formula to calculate extended time at our school. Before I arrived here, I thought that all students with ADD could receive at least time and a half for exams (that's what I'd always read in books). Here I had to show them I really needed time and a half. "Standard" ADD accommodations include stopwatch time, i.e. interrupted time with permission to take breaks whenever you want, which is helpful but alone is not enough since having your attention wander is not always a conscious process. Also, taking an official break in itself disrupts your concentration. Perhaps having NEADS support/provide "standard" accommodations guidelines for various disabilities would be helpful. *Learning Disability; University, QC*

✎ When you write an exam or test, the person supervising the test or exam knows nothing about your subject so they can't help you if you get stuck. *Learning Disability; College, ON*

F. Accessibility Programs, Administration and Volunteers

Students were also asked to rate a series of services related to Accessibility Programs (human resources, required budget for services/programs, program administration, senior administrative commitment, an overall policy on access for students, a policy that covers specific disabilities (eg. learning disabled), in-service training for all employees, and faculty/departamental cooperation); and Volunteer Services.

In the case of accessible administrative support and policy feature, as might be expected, the majority of students (50% or greater) reported that they Did Not Know, or did Not State a rating.

On the other hand, some students were aware that a policy did or did not exist and roughly

one fifth of respondents rated overall access policy as Fair or Poor (Chart 4.186). While just over half of all students Did Not Know or did Not State a rating for required budget for services, those who rated the feature as Fair or Poor outnumbered those who gave it a Good or Excellent rating (Chart 4.183). Students in open-ended responses also described attempts to change or implement policies, or described specific attempts to develop and/or implement policies. For example:

✂ This institution has no written policy for the disabled. The student with a disability is made to feel they should feel privileged that anything at all is done in a lecture hall. *Blind/Visually impaired; University, ON*

✂ Special Services dept. trying to implement working policy; With "red tape", the "bureaucrats", it's difficult. Special Services admin. is excellent. *Medical Disability; University, ON*

✂ There is general policy in place and in-staff training available. Keep in mind that application and understanding of these policies are quite another thing. Budget for services/programs and commitment are by no means a top priority. *Mobility impaired; University, ON*

Similarly, students described specific problems with administrative support (e.g.):

✂ Professors are very helpful but there doesn't seem to be much training going on at the administrative level. *Blind/visually impaired; University, Atlantic Canada*

✂ Administration does not explain policies to students (not to me anyway). *Deaf/Hard of hearing; University, M*

✂ La bureaucratie amène parfois de petites difficultés de compréhension entre les ressources. *Déficiences motrice; Université, QC*

✂ The financial aid office was not knowledgeable about how to apply for the grants available from the provincial and federal governments for students with disabilities. *Medical Disability; University, BC*

G. Accessibility of External Community

Students were asked to rate a series of services related to External or Community Accessibility (liaison with public schools, Cégeps, other post-secondary institutions, service providers and community agencies, government agencies, and other resources), and

Transportation (transit on campus, accessible public transit, and cost of accessible public transit).

Most students were unable to rate their institutions efforts at Liaison with the External Community. However, a fairly high proportion of those who rated liaison with government agencies deemed this Fair or Poor (over 15%) (Chart 4.195). On-campus transit was rated as Good or Excellent by one-fifth of all respondents but strikingly another one-fifth indicated that on-campus service was Not Available (Chart 4.197). Many respondents did know whether accessible public transit was provided, although most rated it as Good or Excellent (Chart 4.198). The cost of accessible public transit, on the other hand, was rated as Fair or Poor more frequently than Good or Excellent (Chart 4.199).

Students provided some problems with community transportation (e.g.):

✎ Have public transport stop for disabled with automatic doors at C Building, but there are no elevators except in A and D Buildings. *Mobility impaired; Cégep, QC*

✎ Very costly. *Mental Health, Other-Non-declared Learning Disability; University, ON*

✎ Too expensive. *Learning Disability; College, ON*

✎ Students with physical disabilities pay a concession fare for BC Transit, i.e. two-thirds of an adult fare. *Other-Loss of fine motor control; University, BC*

✎ It isn't so much the cost. The service is unreliable, slow and crowded. *Blind/Visually impaired; University, BC*

Chart 4.1 Student Ratings of
Main Student Services Building:
Identified Parking Spaces *

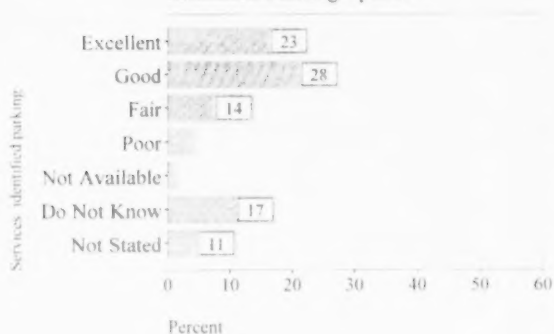


Chart 4.2 Student Ratings of
Main Student Services Building:
Low Grade Ramps *

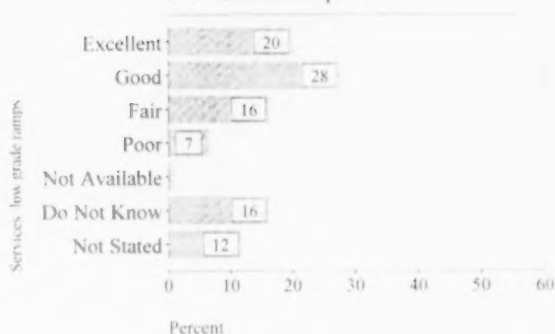


Chart 4.3 Student Ratings of
Main Student Services Building:
Low Pressure Doors *



Chart 4.4 Student Ratings of
Main Student Services Building:
Wing Door Handles *



Chart 4.5 Student Ratings of
Main Student Services Building:
Wide Doorways *

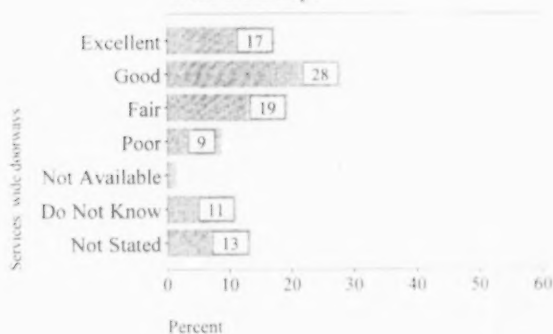


Chart 4.6 Student Ratings of
Main Student Services Building:
Automatic Doors *



Chart 4.7 Student Ratings of
Main Student Services Building:
Accessible Washrooms *



Chart 4.8 Student Ratings of
Main Student Services Building:
Handrails on Walkways *



Chart 4.9 Student Ratings of
Main Student Services Building:
Wide Aisle Areas *



Chart 4.10 Student Ratings of
Main Student Services Building:
Accessible Service Counters *

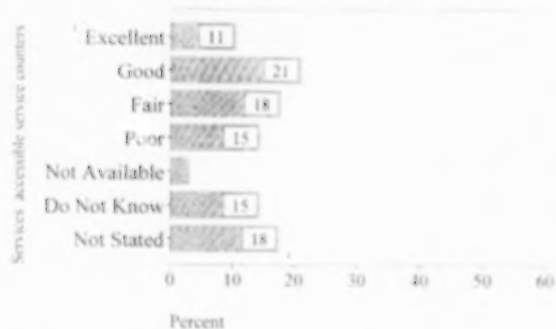


Chart 4.11 Student Ratings of
Main Student Services Building:
Special Services for PWDs *



Chart 4.12 Student Ratings of
Main Student Services Building:
Elevators in All Areas *



Chart 4.13 Student Ratings of
Main Student Services Building:
Braille/Large Print Elevator Numbers *



Chart 4.14 Student Ratings of
Main Student Services Building:
Braille/Large Print Elevator Buttons *

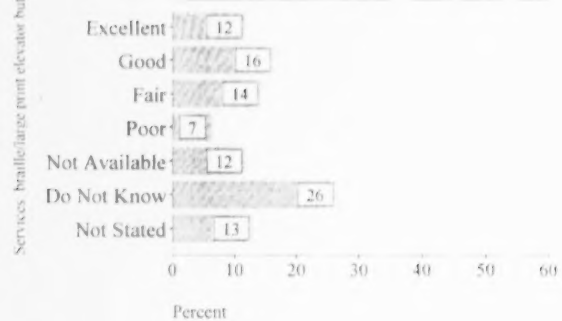


Chart 4.15 Student Ratings of
Main Student Services Building:
Floor Bells in Elevators *



Chart 4.16 Student Ratings of
Main Student Services Building:
Coloured Strips on Stairs *



Chart 4.17 Student Ratings of
Main Student Services Building:
Outside Lighting *

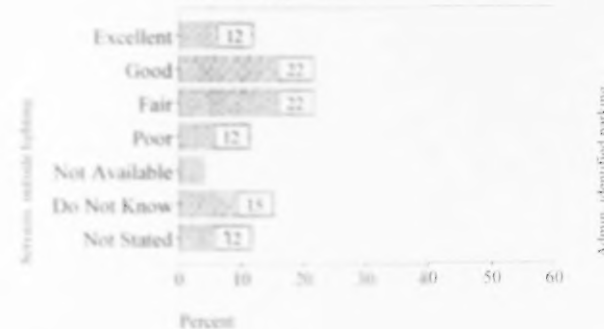


Chart 4.18 Student Ratings of
Main Administration Building:
Identified Parking Spaces *



Chart 4.19 Student Ratings of
Main Administration Building:
Low Grade Ramps *



Chart 4.20 Student Ratings of
Main Administration Building:
Low Pressure Doors *



Chart 4.21 Student Ratings of
Main Administration Building:
Wing Door Handles *

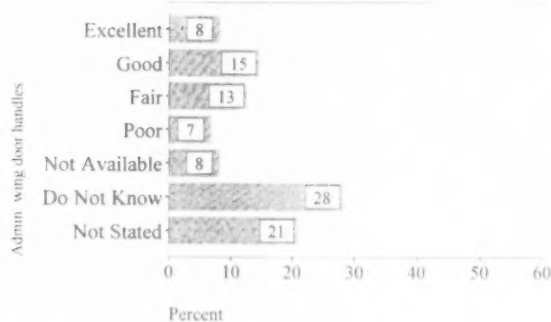


Chart 4.22 Student Ratings of
Main Administration Building:
Wide Doorways *

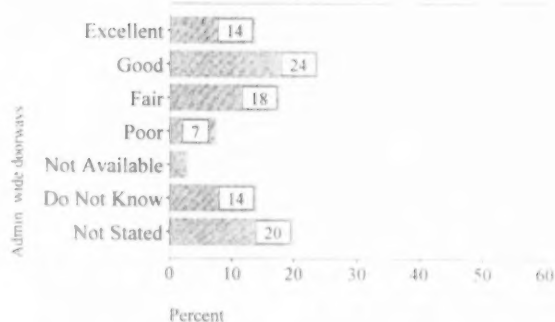


Chart 4.23 Student Ratings of
Main Administration Building:
Automatic Doors *



Chart 4.24 Student Ratings of
Main Administration Building:
Accessible Washrooms *



Chart 4.25 Student Ratings of
Main Administration Building:
Handrails on Walkways *



Chart 4.26 Student Ratings of
Main Administration Building:
Wide Aisle Areas *

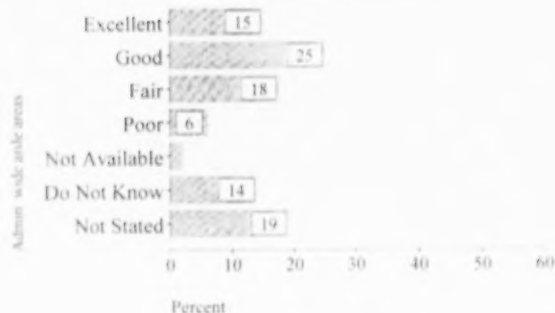


Chart 4.27 Student Ratings of
Main Administration Building:
Accessible Service Counters *



Chart 4.28 Student Ratings of
Main Administration Building:
Special Services for PWDs *



Chart 4.29 Student Ratings of
Main Administration Building:
Elevators in All Areas *

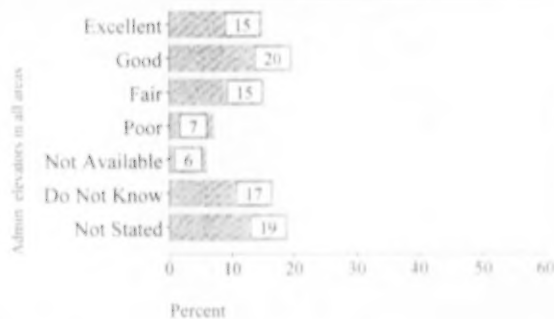


Chart 4.30 Student Ratings of
Main Administration Building:
Braille/Large Print Elevator Numbers *

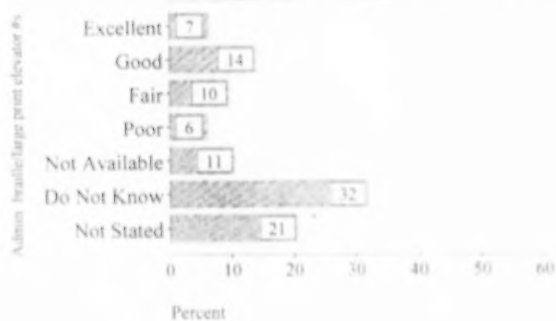


Chart 4.31 Student Ratings of
Main Administration Building:
Braille/Large Print Elevator Buttons *



Chart 4.32 Student Ratings of
Main Administration Building:
Floor Bells in Elevators *

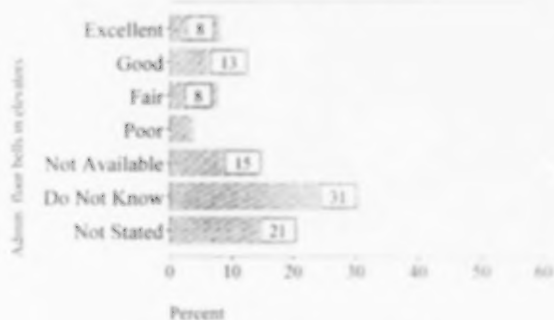


Chart 4.33 Student Ratings of
Main Administration Building:
Coloured Strips on Stairs *

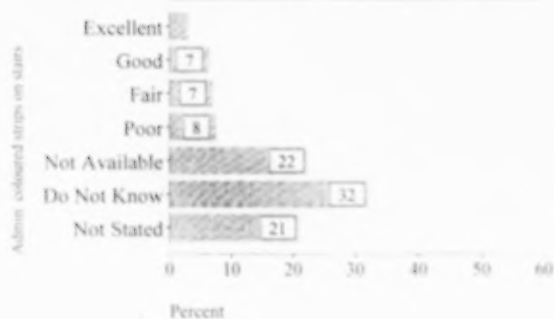


Chart 4.34 Student Ratings of
Main Administration Building:
Outside Lighting *

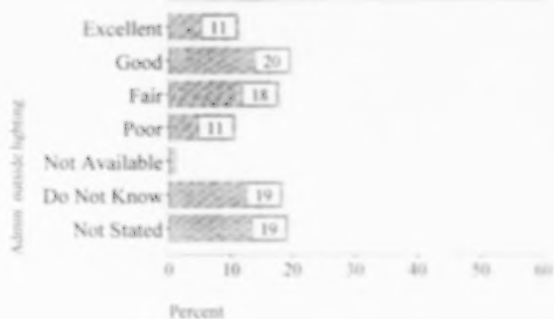


Chart 4.35 Student Ratings of
Main Library Building:
Identified Parking Spaces *

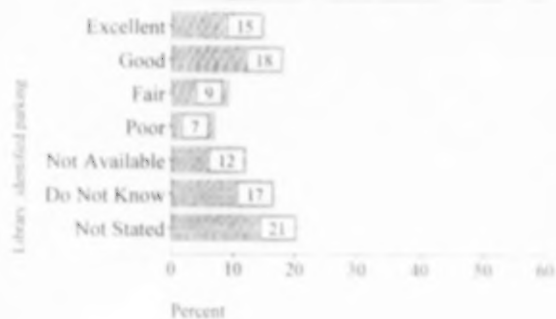


Chart 4.36 Student Ratings of
Main Library Building:
Low Grade Ramps *

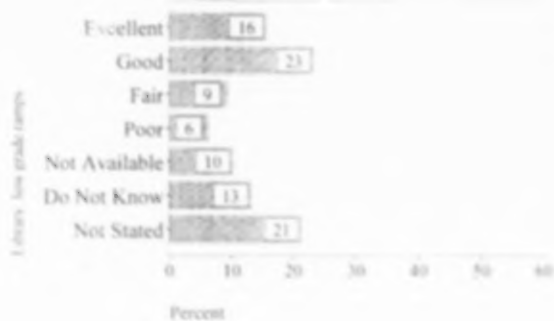


Chart 4.37 Student Ratings of
Main Library Building:
Low Pressure Doors *

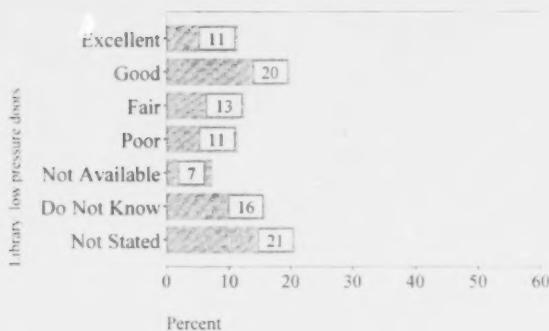


Chart 4.38 Student Ratings of
Main Library Building:
Wing Door Handles *

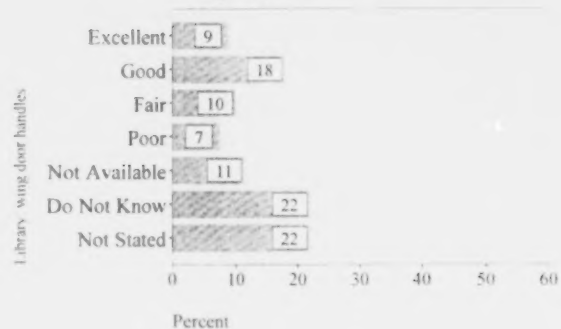


Chart 4.39 Student Ratings of
Main Library Building:
Wide Doorways *

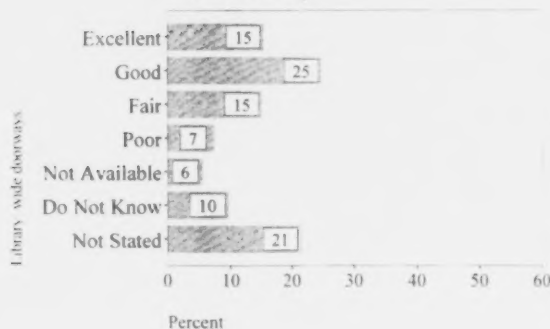


Chart 4.40 Student Ratings of
Main Library Building:
Automatic Doors *

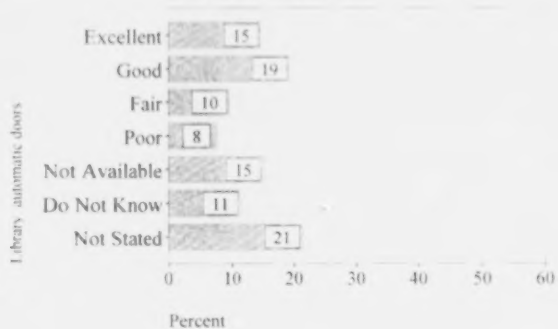


Chart 4.41 Student Ratings of
Main Library Building:
Accessible Washrooms *

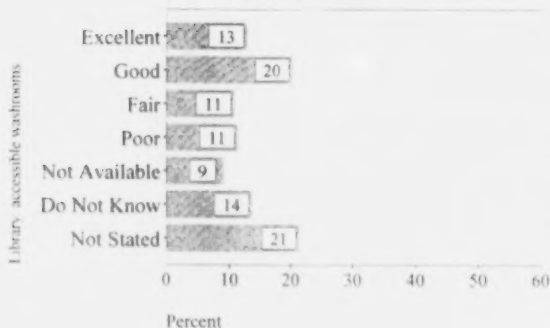


Chart 4.42 Student Ratings of
Main Library Building:
Handrails on Walkways *

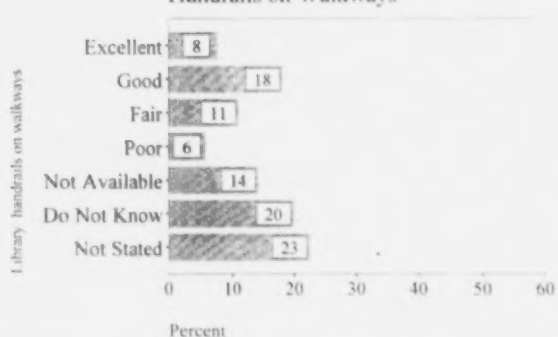


Chart 4.43 Student Ratings of
Main Library Building:
Wide Aisle Areas *

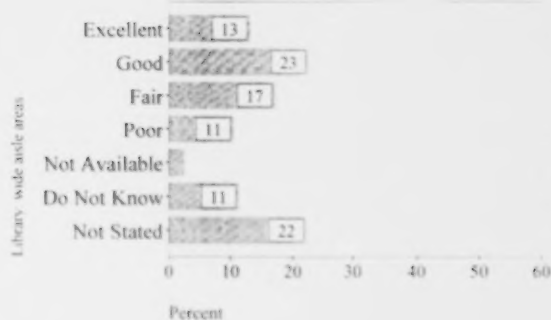


Chart 4.44 Student Ratings of
Main Library Building:
Accessible Service Counters *

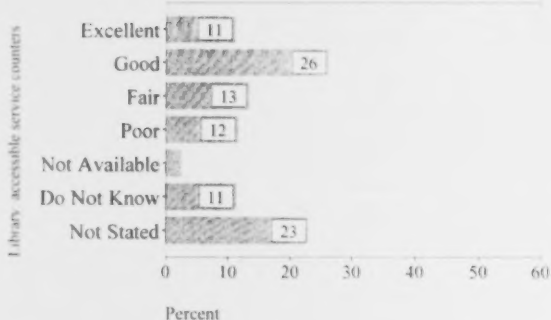


Chart 4.45 Student Ratings of
Main Library Building:
Special Services for PWDs *

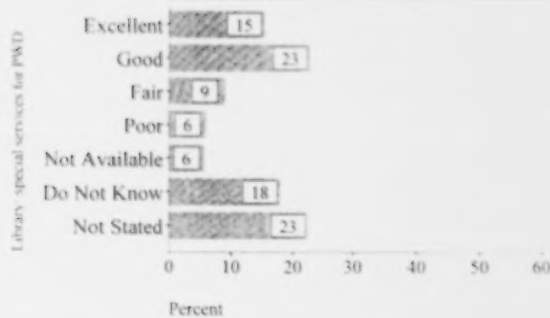


Chart 4.46 Student Ratings of
Main Library Building:
Elevators in All Areas *



Chart 4.47 Student Ratings of
Main Library Building:
Braille/Large Print Elevator Numbers *

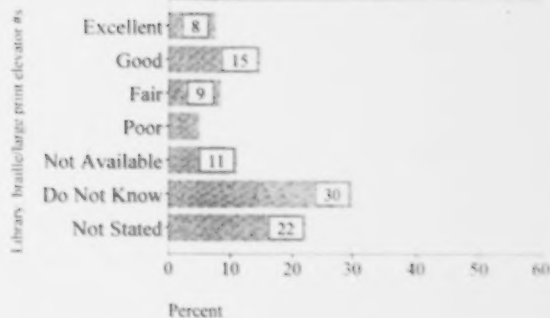


Chart 4.48 Student Ratings of
Main Library Building:
Braille/Large Print Elevator Buttons *

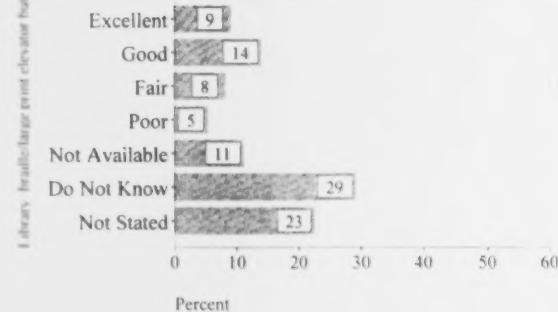


Chart 4.49 Student Ratings of
Main Library Building:
Floor Bells in Elevators *

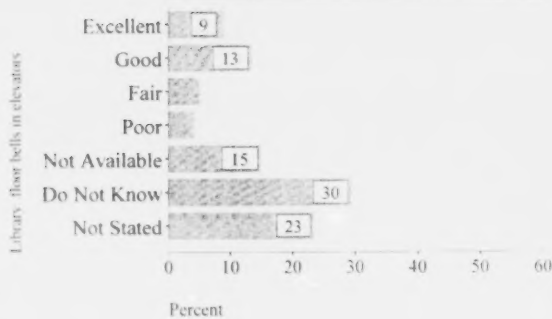


Chart 4.50 Student Ratings of
Main Library Building:
Coloured Strips on Stairs *



Chart 4.51 Student Ratings of
Main Library Building:
Outside Lighting *

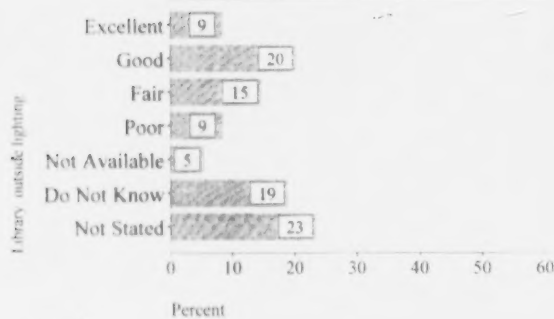


Chart 4.52 Student Ratings of
Main Library Building:
Adapted Library Stations *

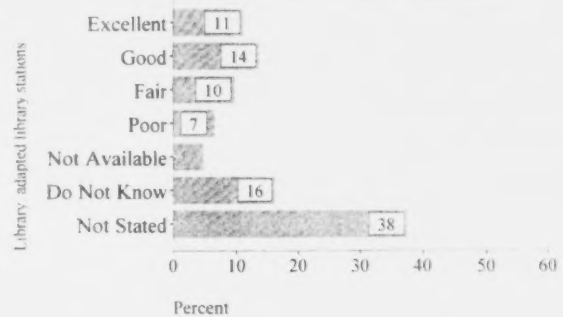


Chart 4.53 Student Ratings of
Main Food Services Building:
Identified Parking Spaces *

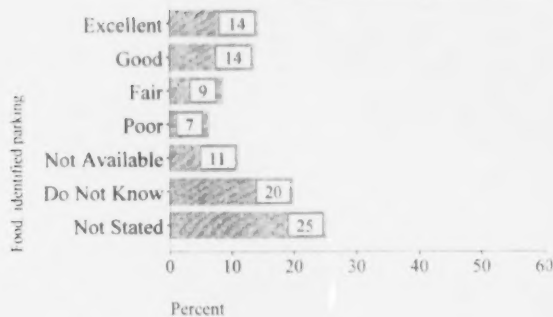


Chart 4.54 Student Ratings of
Main Food Services Building:
Low Grade Ramps *

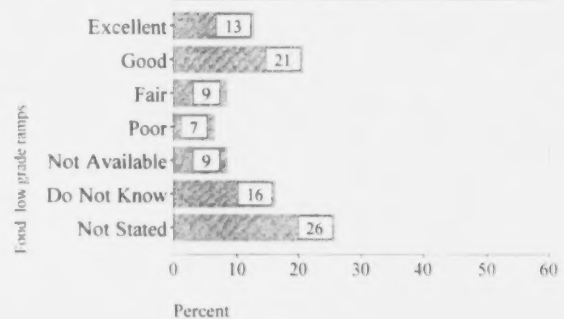


Chart 4.55 Student Ratings of
Main Food Services Building:
Low Pressure Doors *

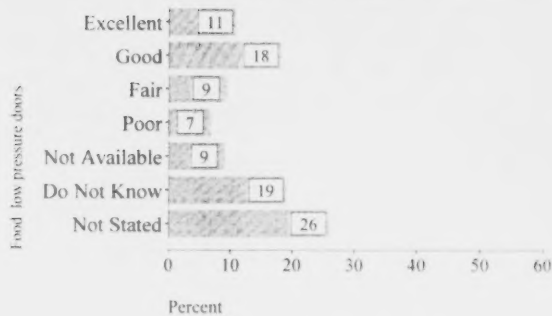


Chart 4.56 Student Ratings of
Main Food Services Building:
Wing Door Handles *

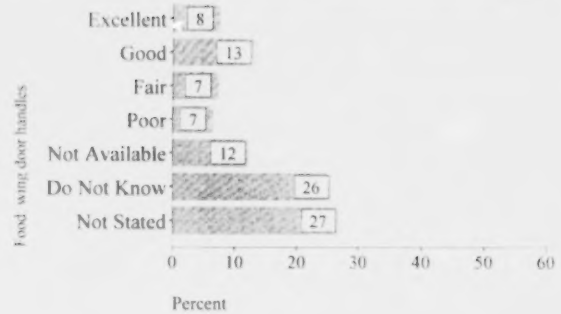


Chart 4.57 Student Ratings of
Main Food Services Building:
Wide Doorways *

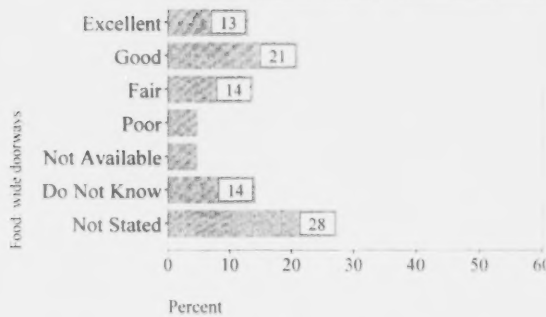


Chart 4.58 Student Ratings of
Main Food Services Building:
Automatic Doors *

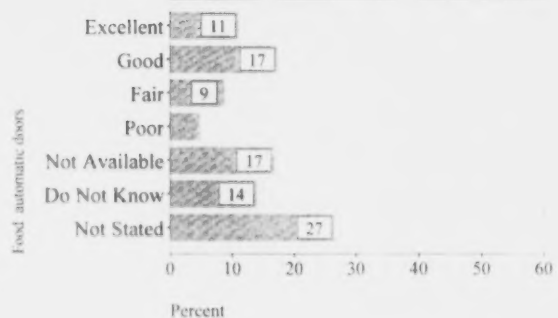


Chart 4.59 Student Ratings of
Main Food Services Building:
Accessible Washrooms *

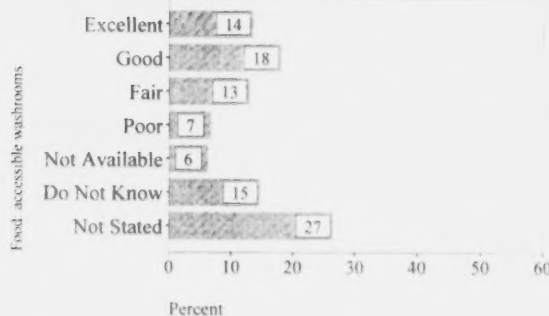


Chart 4.60 Student Ratings of
Main Food Services Building:
Handrails on Walkways *

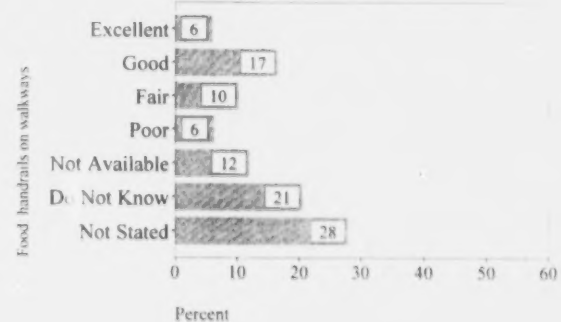


Chart 4.61 Student Ratings of
Main Food Services Building:
Wide Aisle Areas *

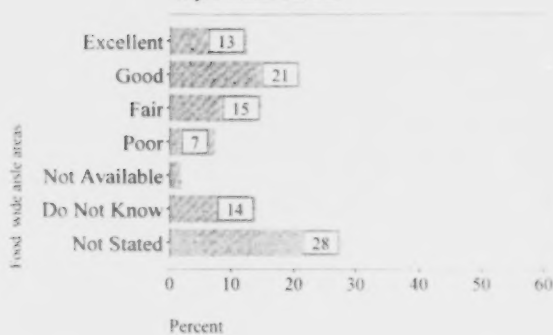


Chart 4.62 Student Ratings of
Main Food Services Building:
Accessible Service Counters *

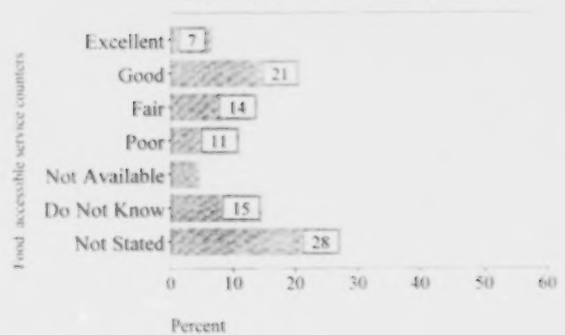


Chart 4.63 Student Ratings of
Main Food Services Building:
Special Services for PWDs *

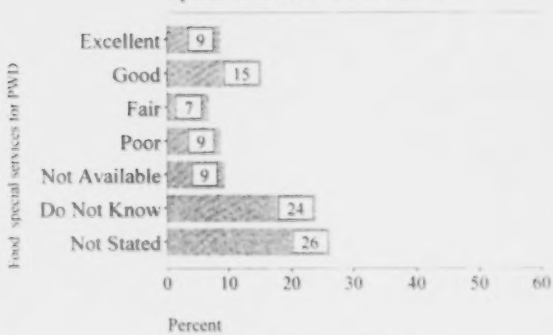


Chart 4.64 Student Ratings of
Main Food Services Building:
Elevators in All Areas *

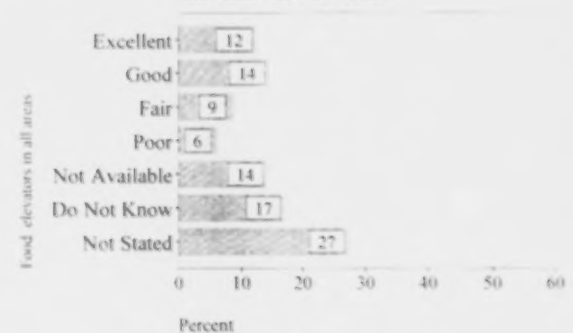


Chart 4.65 Student Ratings of
Main Food Services Building:
Braille/Large Print Elevator #s *

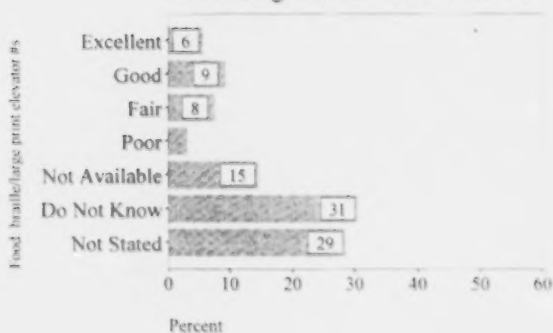


Chart 4.66 Student Ratings of
Main Food Services Building:
Braille/Large Print Elevator Buttons *

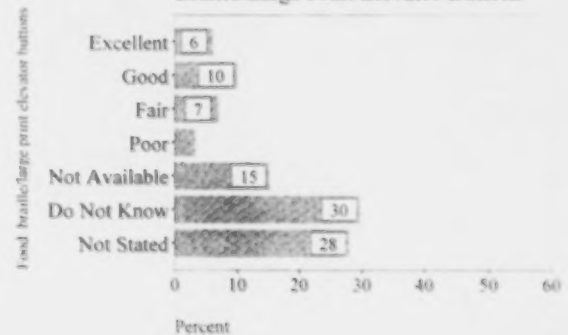


Chart 4.67 Student Ratings of
Main Food Services Building:
Floor Bells in Elevators *

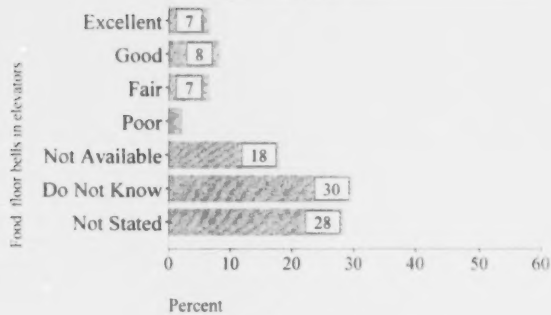


Chart 4.68 Student Ratings of
Main Food Services Building:
Coloured Strips on Stairs *

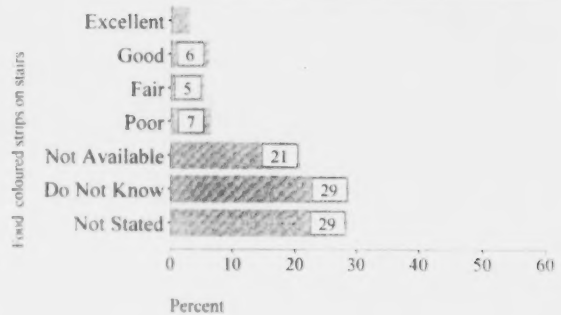


Chart 4.69 Student Ratings of
Main Food Services Building:
Outside Lighting *

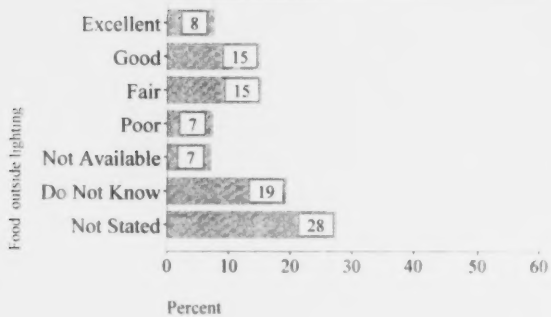


Chart 4.70 Student Ratings of
Book Store:
Identified Parking Spaces *

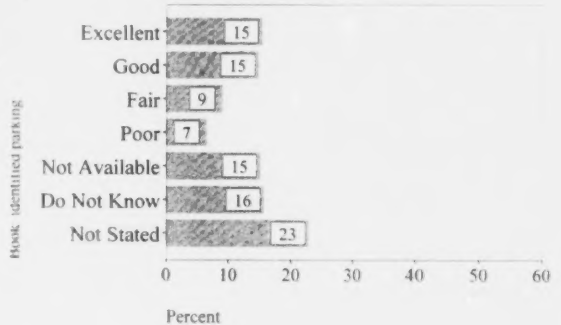


Chart 4.71 Student Ratings of
Book Store:
Low Grade Ramps *

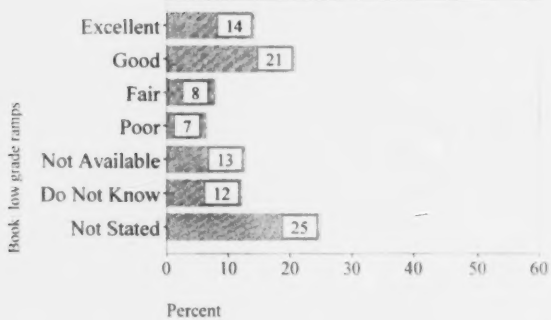


Chart 4.72 Student Ratings of
Book Store:
Low Pressure Doors *

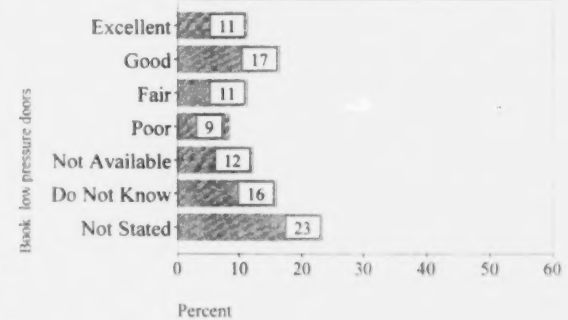


Chart 4.73 Student Ratings of
Book Store:
Wing Door Handles *

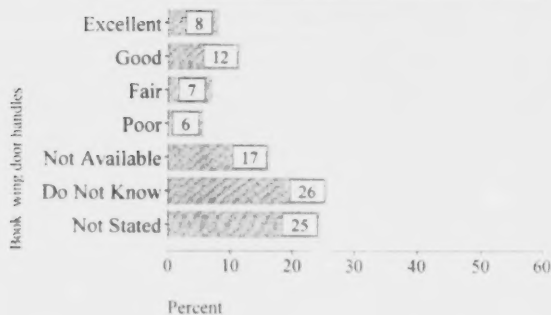


Chart 4.74 Student Ratings of
Book Store:
Wide Doorways *

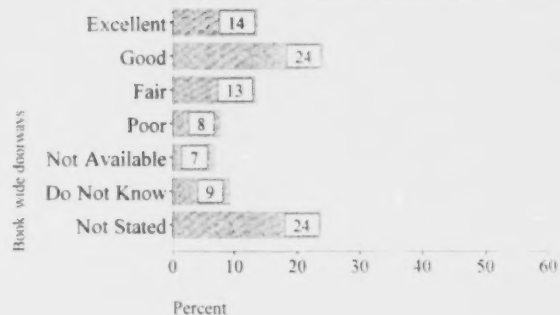


Chart 4.75 Student Ratings of
Book Store:
Automatic Doors *

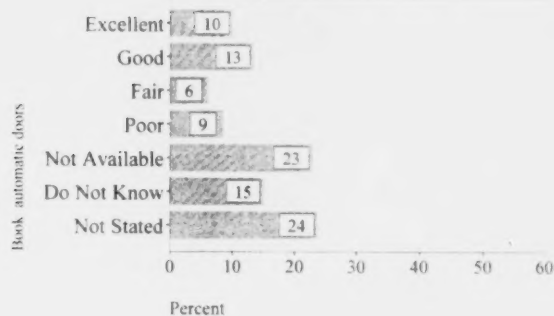


Chart 4.76 Student Ratings of
Book Store:
Accessible Washrooms *

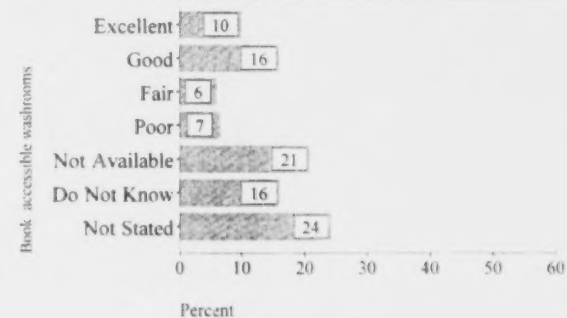


Chart 4.77 Student Ratings of
Book Store:
Handrails on Walkways *

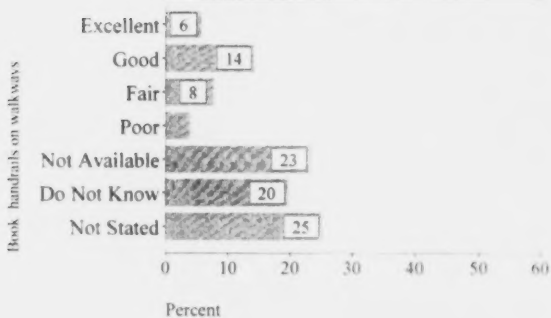


Chart 4.78 Student Ratings of
Book Store:
Wide Aisle Areas *

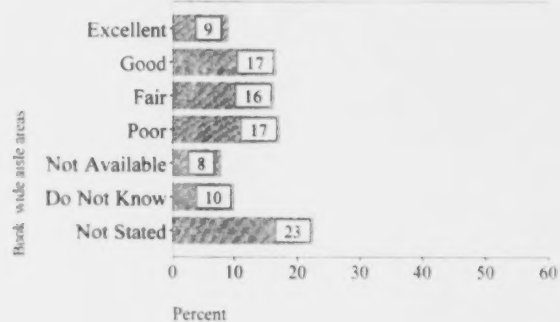


Chart 4.79 Student Ratings of
Book Store:
Accessible Service Counters *

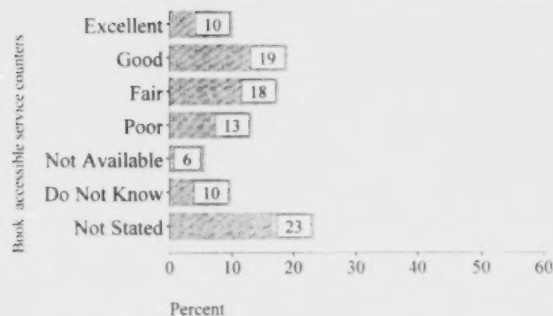


Chart 4.80 Student Ratings of
Book Store:
Special Services for PWDs *

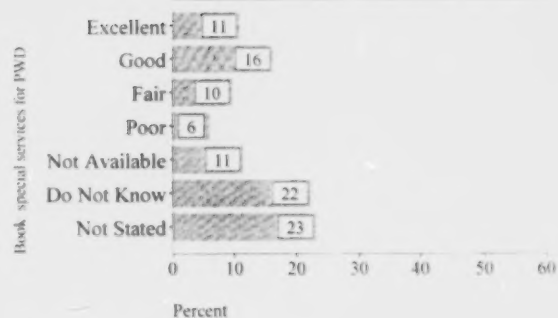


Chart 4.81 Student Ratings of
Book Store:
Elevators in All Areas *

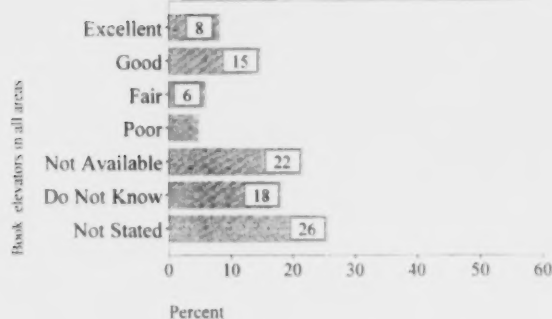


Chart 4.82 Student Ratings of
Book Store:
Braille/Large Print Elevator Numbers *

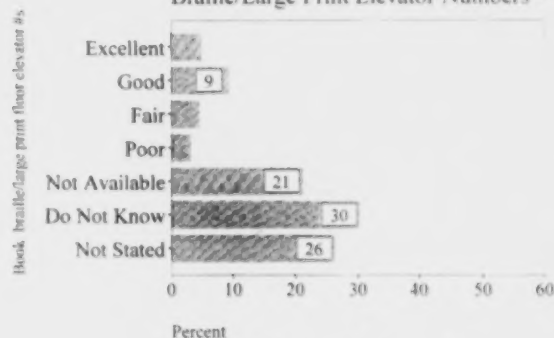


Chart 4.83 Student Ratings of
Book Store:
Braille/Large Print Elevator Buttons *

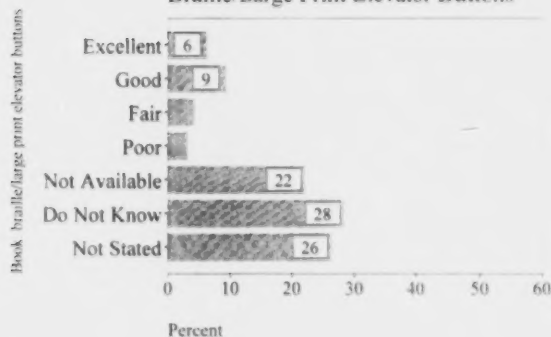


Chart 4.84 Student Ratings of
Book Store:
Floor Bells in Elevators *

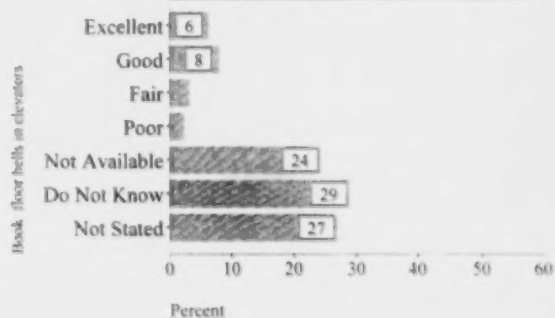


Chart 4.85 Student Ratings of
Book Store:
Coloured Strips on Stairs *

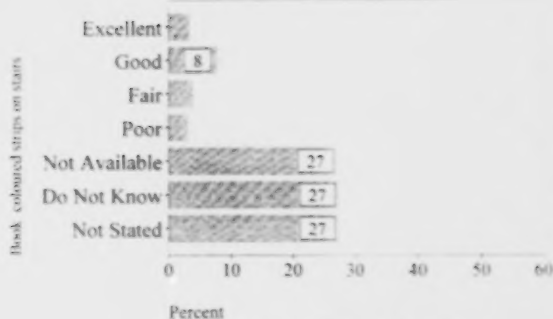


Chart 4.86 Student Ratings of
Book Store:
Outside Lighting *

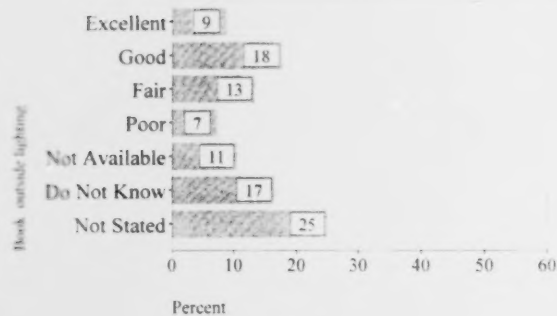


Chart 4.87 Student Ratings of
Special Equipment:
Scanner *

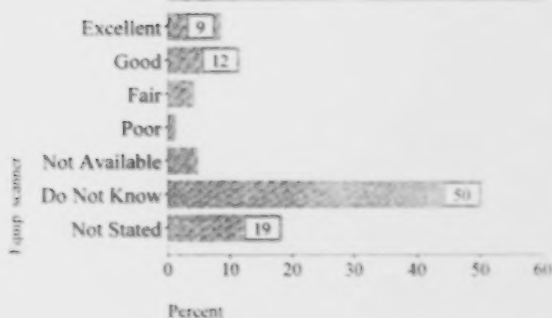


Chart 4.88 Student Ratings of
Special Equipment:
CCTV Enlargement System *

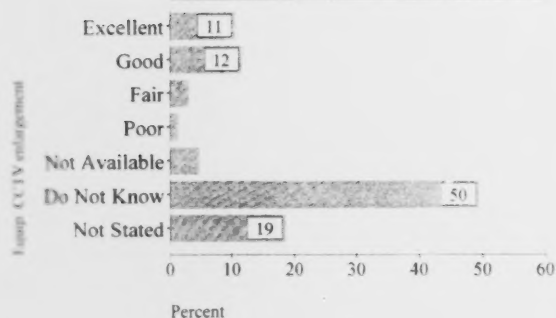


Chart 4.89 Student Ratings of
Special Equipment:
Braille *

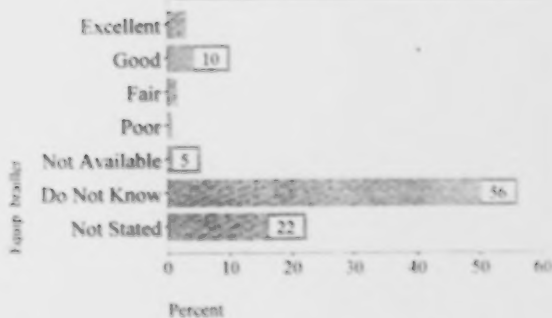


Chart 4.90 Student Ratings of
Special Equipment:
4-Track Tape Recorder *

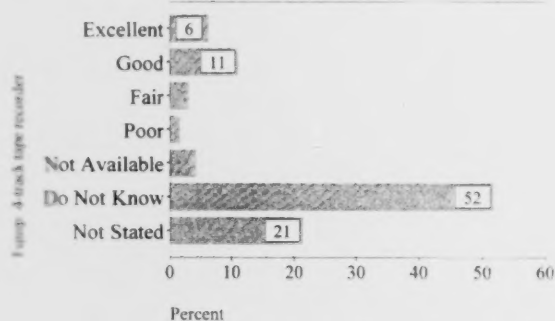


Chart 4.91 Student Ratings of
Special Equipment:

TDD/TTY *

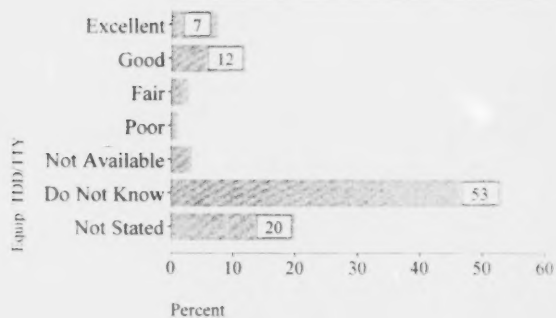


Chart 4.92 Student Ratings of
Special Equipment:

Phonic Ears/FM Amplification *

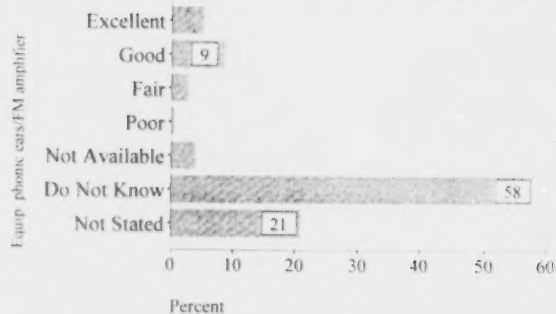


Chart 4.93 Student Ratings of
Special Equipment:

Acoustically Treated Rooms *

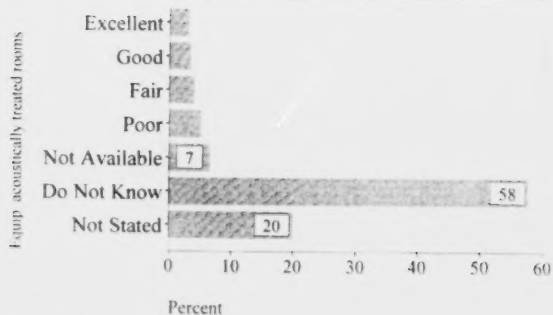


Chart 4.94 Student Ratings of
Special Equipment:

Talking Calculator *

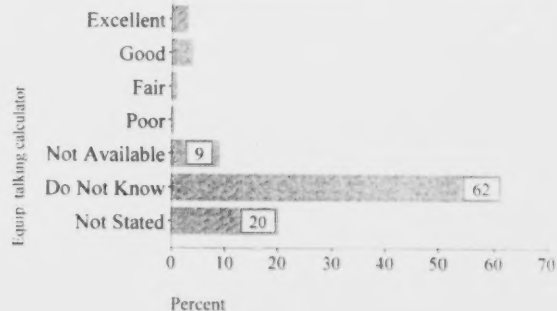


Chart 4.95 Student Ratings of
Special Equipment:

Wheelchairs *

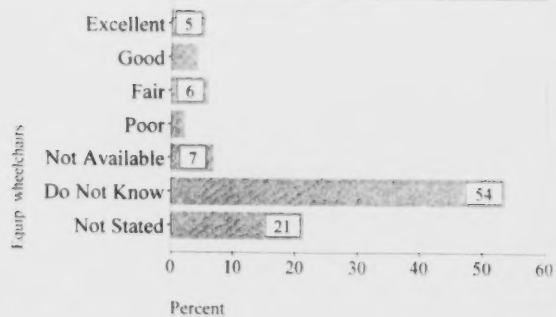


Chart 4.96 Student Ratings of
Special Equipment:

Specialized LD Software *

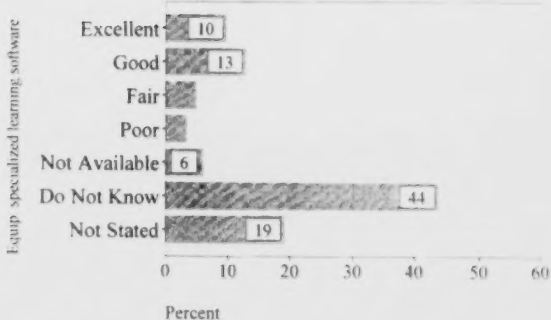


Chart 4.97 Student Ratings of
Adaptive Computer Equipment:
Voice Recognition *

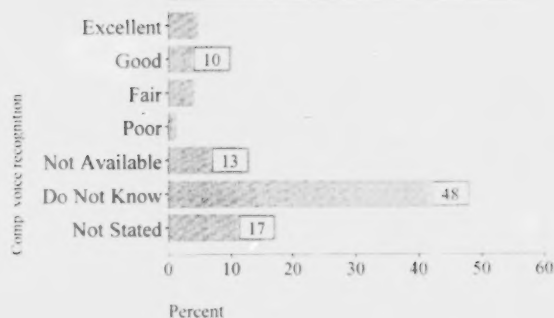


Chart 4.98 Student Ratings of
Adaptive Computer Equipment:
Internet Access *

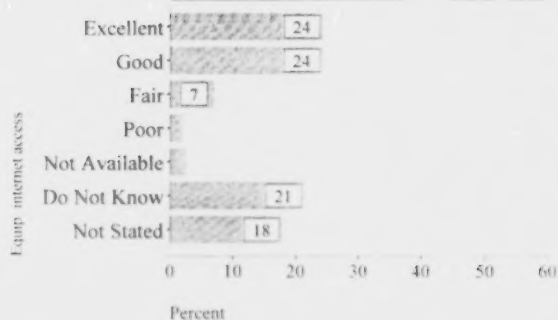


Chart 4.99 Student Ratings of
Adaptive Computer Equipment:
Loaner Lap-tops *



Chart 4.100 Student Ratings of
Adaptive Computer Equipment:
Braille Printers *

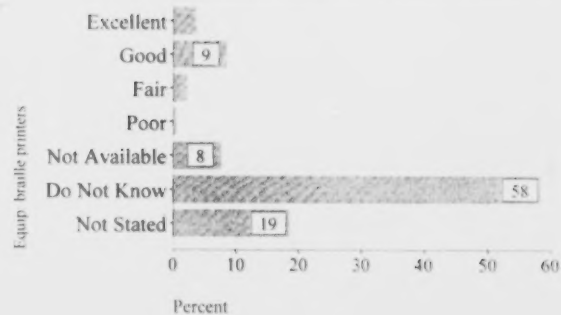


Chart 4.101 Student Ratings of
Adaptive Computer Equipment:
Braille Displays *

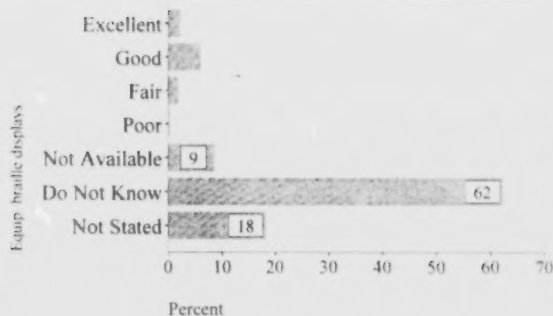


Chart 4.102 Student Ratings of
Adaptive Computer Equipment:
Real-Time Captioning *

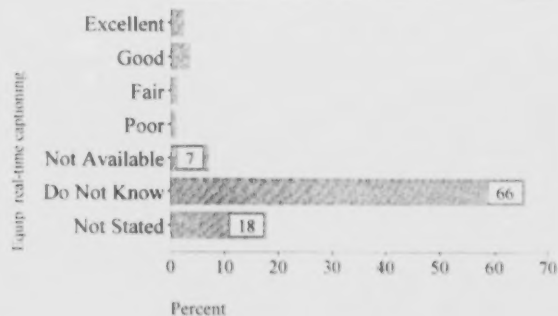


Chart 4.103 Student Ratings of
Adaptive Computer Equipment:
Screen Reading Software *

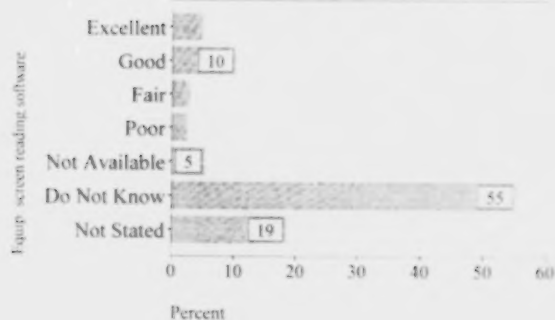


Chart 4.104 Student Ratings of
Adaptive Computer Equipment:
Refreshable Braille System *

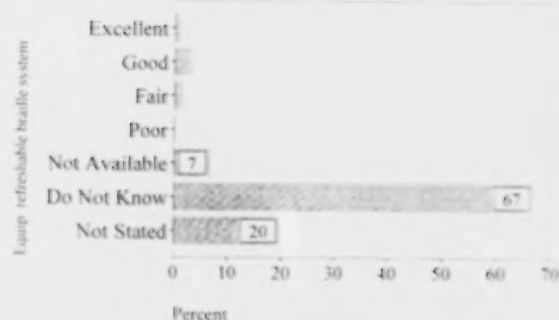


Chart 4.105 Student Ratings of
Adaptive Computer Equipment:
Screen Enlarging Software *

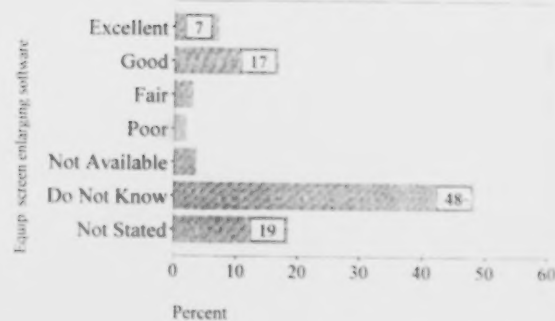


Chart 4.106 Student Ratings of
Adaptive Computer Equipment:
Adapted Computer Keyboards *

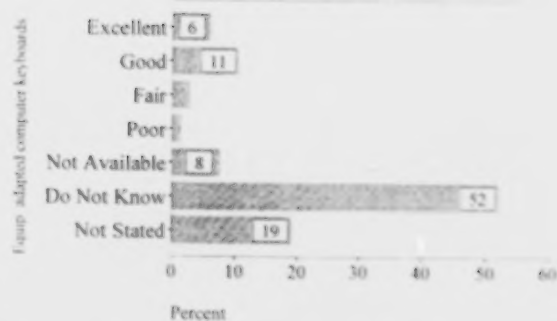


Chart 4.107 Student Ratings of
Adaptive Computer Equipment:
Hearing Assistance Software *

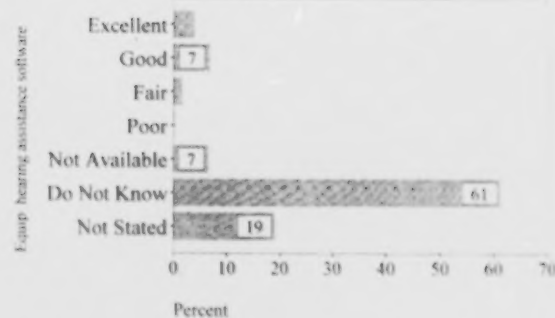


Chart 4.108 Student Ratings of
Adaptive Computer Equipment:
Adaptive Technology Training *

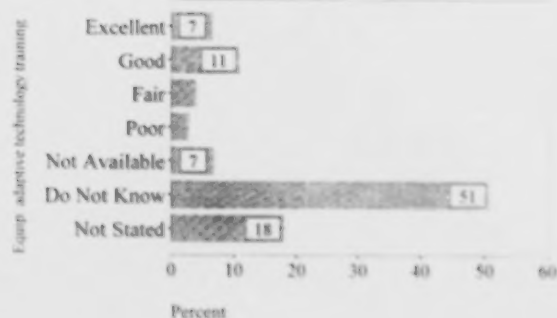


Chart 4.109 Student Ratings of
Adaptive Computer Equipment:
Separate Adaptive Technology Centre *

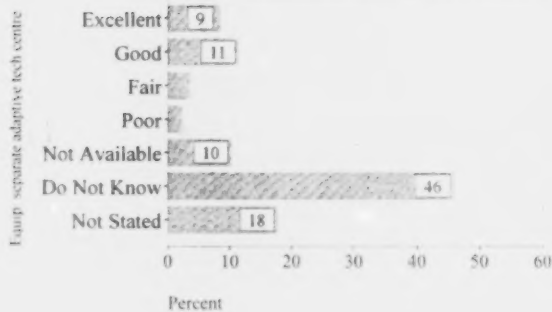


Chart 4.110 Student Ratings of
Safety, Emergency Features:
Safety Policies *



Chart 4.111 Student Ratings of
Safety, Emergency Features:
Refuge Areas *

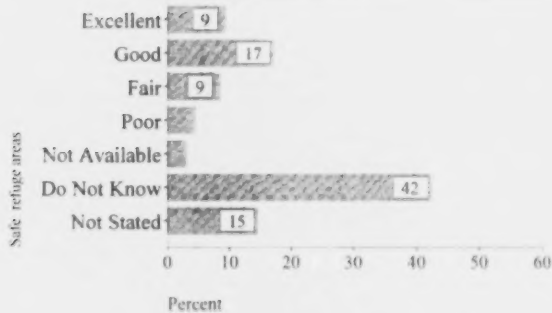


Chart 4.112 Student Ratings of
Safety, Emergency Features:
Flashing Alarms *

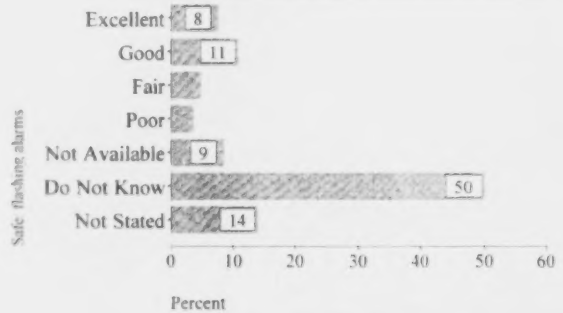


Chart 4.113 Student Ratings of
Safety, Emergency Features:
Emergency Procedures *

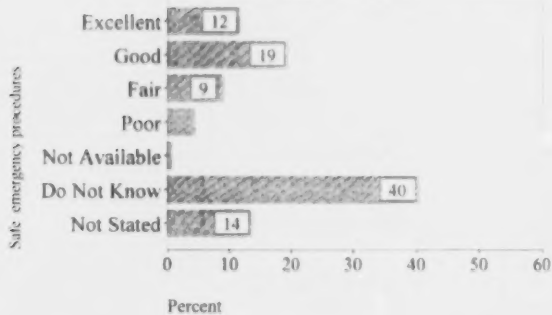


Chart 4.114 Student Ratings of
Safety, Emergency Features:
Emergency Assistance *

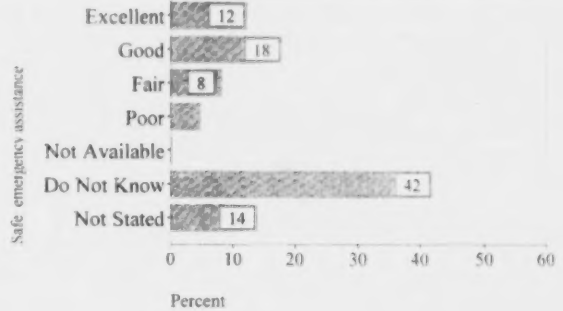


Chart 4.115 Student Ratings of

Access to Labs:

Accessible Counters in Science Labs *

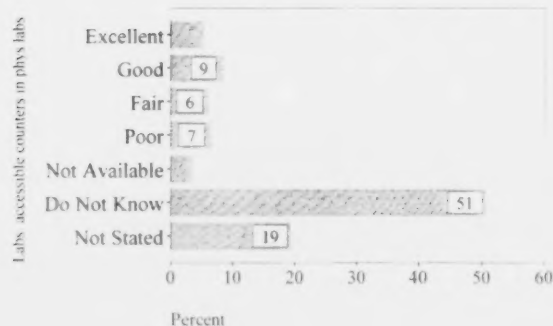


Chart 4.116 Student Ratings of

Access to Labs:

Specialized Tech in Science Labs *

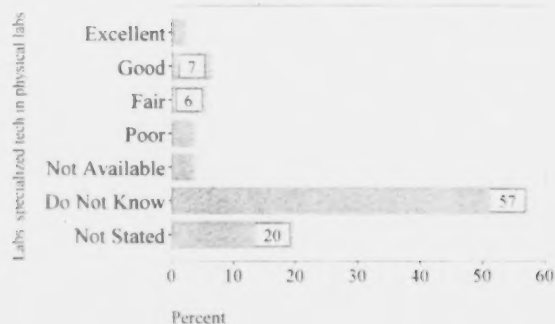


Chart 4.117 Student Ratings of

Access to Labs:

Accessible Computer Labs *

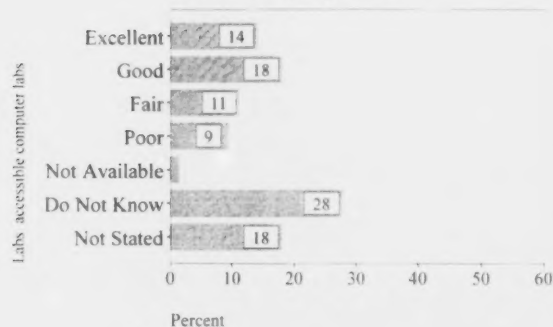


Chart 4.118 Student Ratings of

Access to Labs:

Adaptive Tech in Computer Labs *

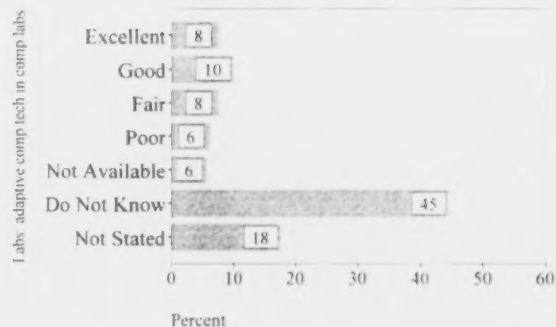


Chart 4.119 Student Ratings of

Access to On-Campus Housing:

Identified Parking Spaces *

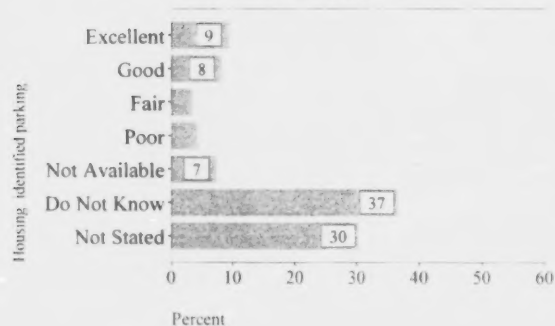


Chart 4.120 Student Ratings of

Access to On-Campus Housing:

Low Grade Ramps *

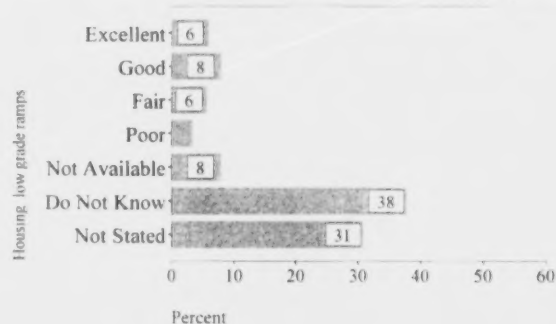


Chart 4.121 Student Ratings of
Access to On-Campus Housing:
Low Pressure Doors *

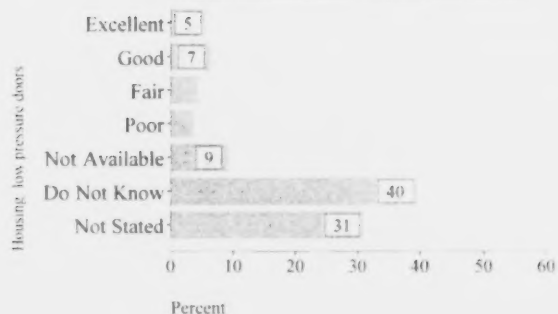


Chart 4.122 Student Ratings of
Access to On-Campus Housing:
Wing Door Handles *

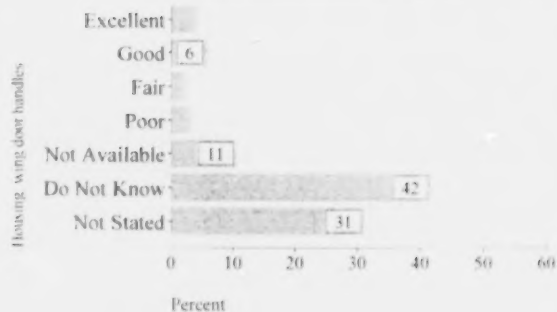


Chart 4.123 Student Ratings of
Access to On-Campus Housing:
Wide Doorways *

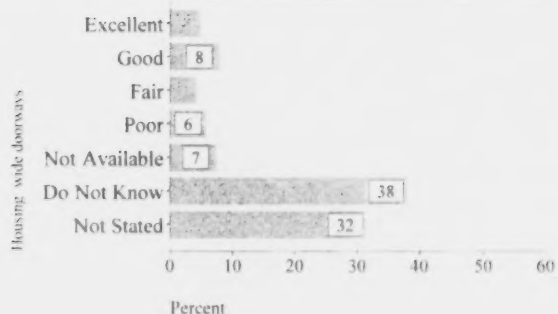


Chart 4.124 Student Ratings of
Access to On-Campus Housing:
Automatic Doors *

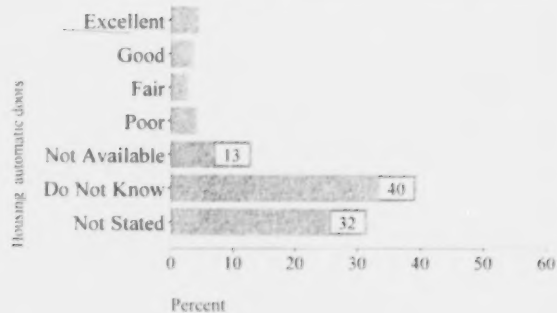


Chart 4.125 Student Ratings of
Access to On-Campus Housing:
Accessible Washrooms *

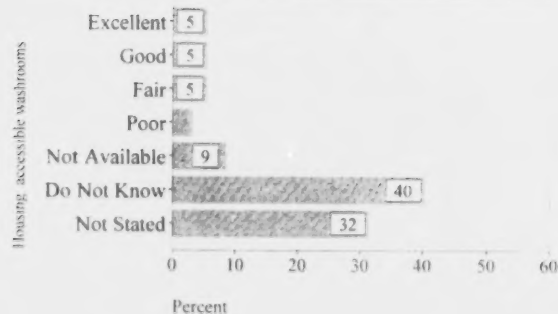


Chart 4.126 Student Ratings of
Access to On-Campus Housing:
Handrails on Walkways *

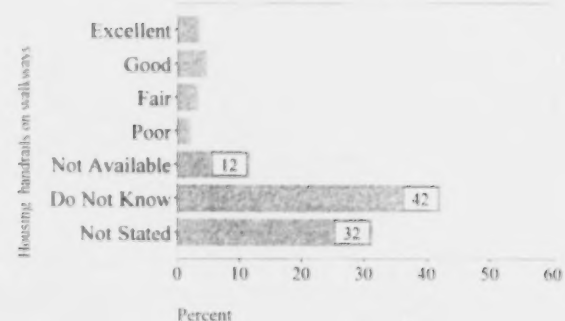


Chart 4.127 Student Ratings of
Access to On-Campus Housing:
Accessible Rooms *

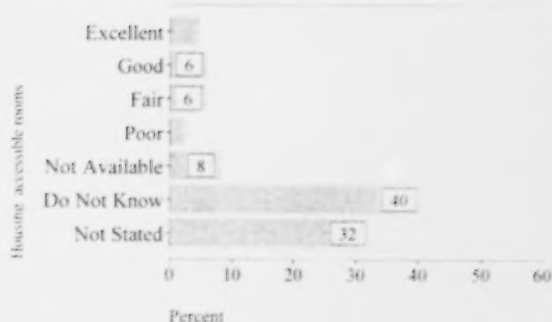


Chart 4.128 Student Ratings of
Access to On-Campus Housing:
Attendant Care *

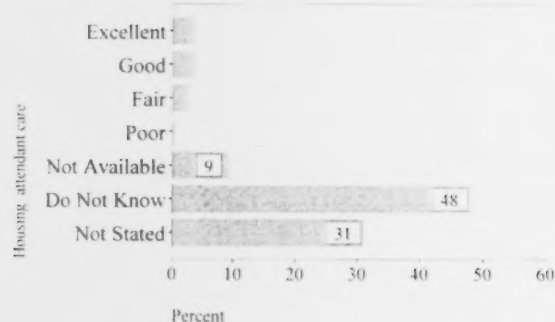


Chart 4.129 Student Ratings of
Adapted On-Campus Transportation:
On-Campus Transportation *

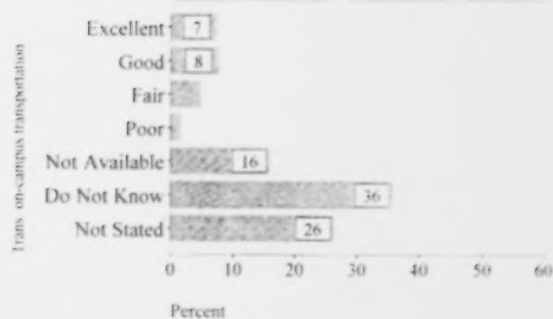


Chart 4.130 Student Ratings of
Adapted On-Campus Transportation:
Convenient Hours of Service *

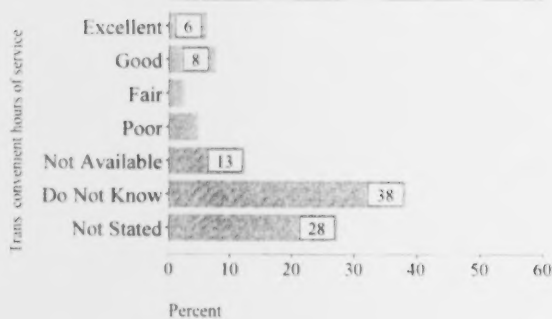


Chart 4.131 Student Ratings of
Adapted On-Campus Transportation:
Affordable Cost *

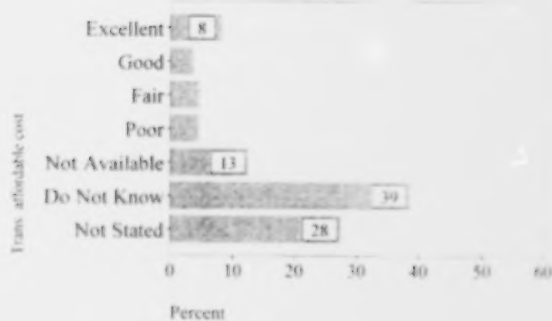
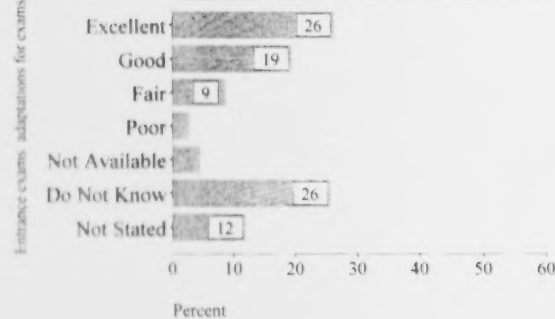
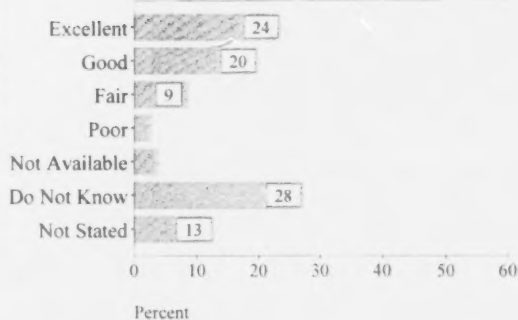


Chart 4.132 Student Ratings of
Entrance Examinations:
Adaptations for Exams *



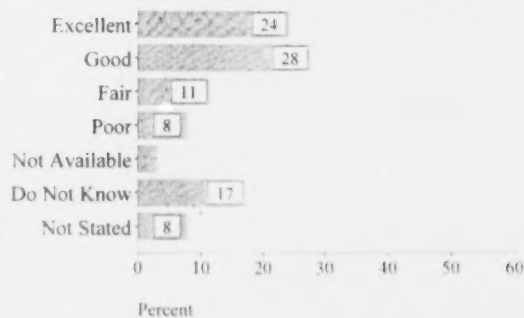
Entrance exams alternative test procedures

Chart 4.133 Student Ratings of
Entrance Examinations:
Alternative Test Procedures *



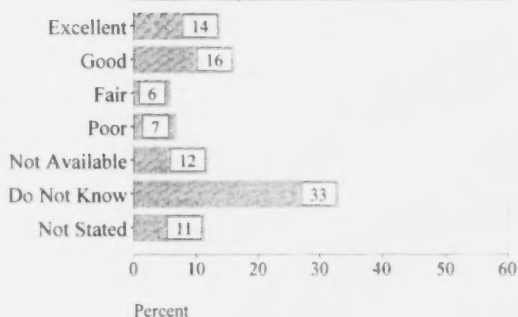
Prep registration assistance

Chart 4.134 Student Ratings of
Preparation, Registration, Orientation:
Registration Assistance *



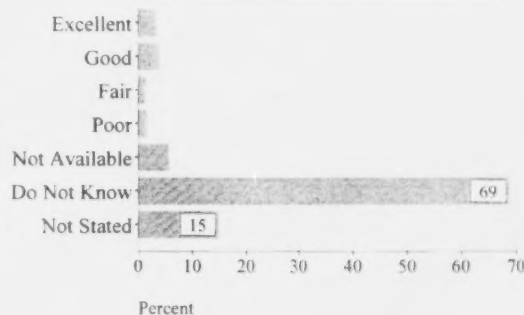
Prep pre-registration for SWD

Chart 4.135 Student Ratings of
Preparation, Registration, Orientation:
Pre-Registration for SWDs *



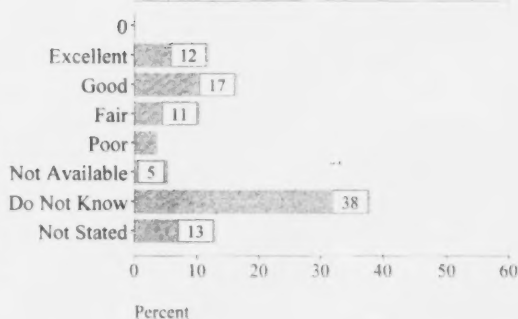
Prep TTY registration

Chart 4.136 Student Ratings of
Preparation, Registration, Orientation:
TTY Registration *



Prep study courses

Chart 4.137 Student Ratings of
Preparation, Registration, Orientation:
Study Courses *



Prep orientation workshops

Chart 4.138 Student Ratings of
Preparation, Registration, Orientation:
Orientation Workshops *

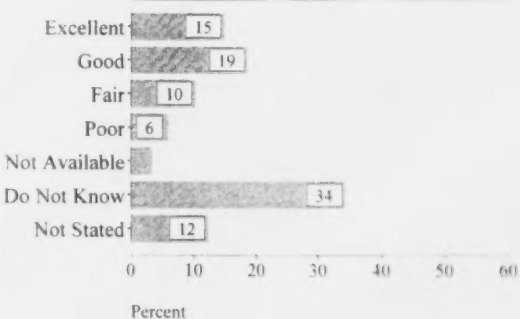


Chart 4.139 Student Ratings of
Preparation, Registration, Orientation:

Tours *

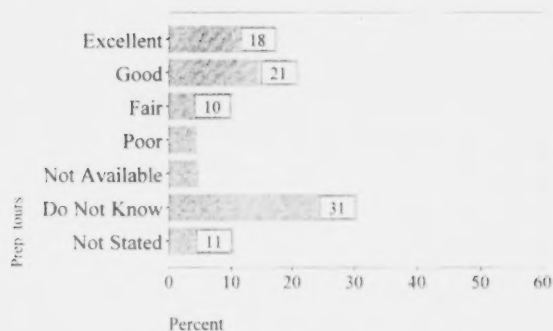


Chart 4.140 Student Ratings of
Preparation, Registration, Orientation:

Mobility Orientation *

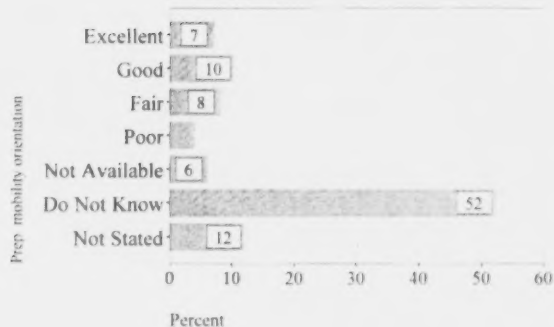


Chart 4.141 Student Ratings of
Preparation, Registration, Orientation:

Classroom Relocation *

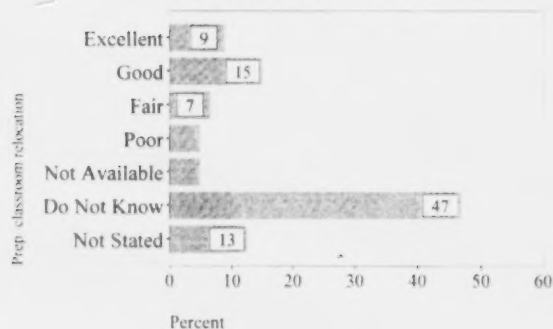


Chart 4.142 Student Ratings of
Athletic Programs, Facilities for PWDs:

Adapted Athletic/Fitness Programs *

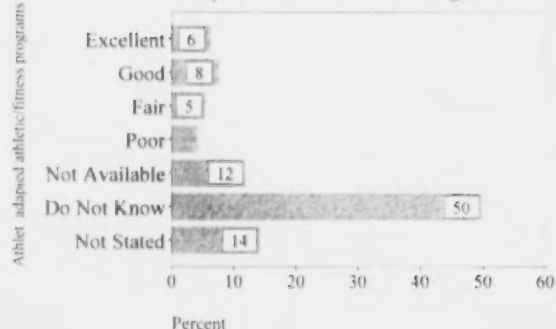


Chart 4.143 Student Ratings of
Athletic Programs, Facilities for PWDs:

Adapted Athletic/Fitness Equipment *

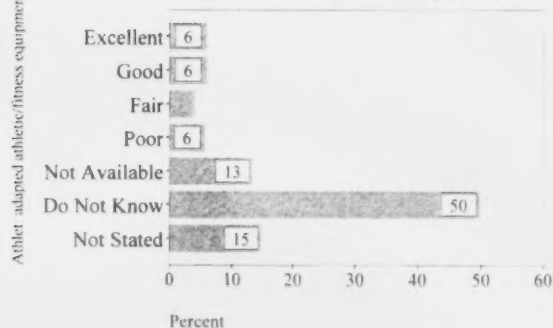


Chart 4.144 Student Ratings of
Athletic Programs, Facilities for PWDs:

Athletic/Fitness Specialists *

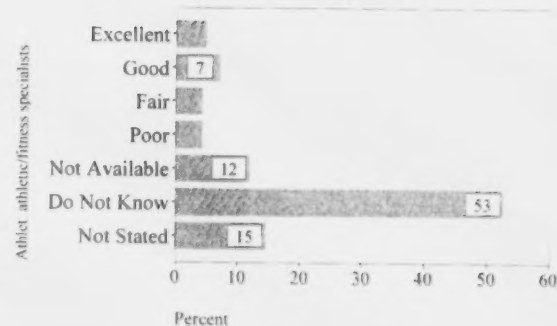


Chart 4.145 Student Ratings of
Notes, Assignments, Papers Assistance:
Note Takers *

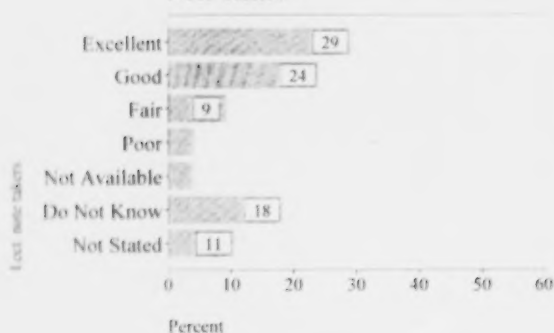


Chart 4.146 Student Ratings of
Notes, Assignments, Papers Assistance:
Photocopy Pass *

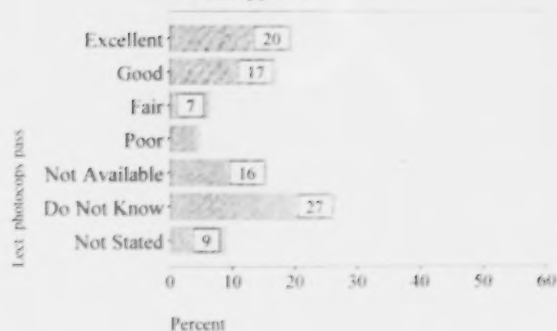


Chart 4.147 Student Ratings of
Notes, Assignments, Papers Assistance:
Computer Access *

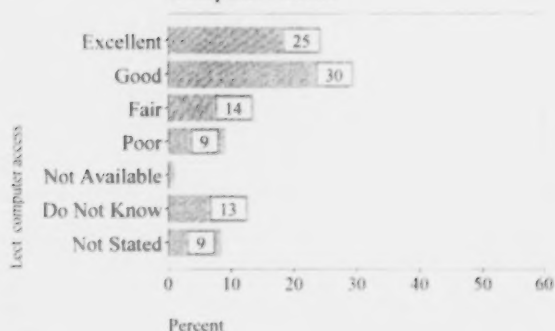


Chart 4.148 Student Ratings of
Notes, Assignments, Papers Assistance:
Library Assistance *

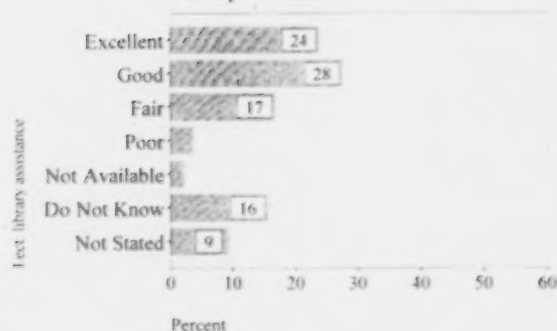


Chart 4.149 Student Ratings of
Notes, Assignments, Papers Assistance:
On-Campus Readers *

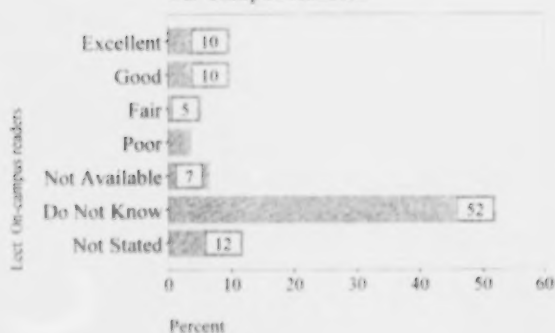


Chart 4.150 Student Ratings of
Notes, Assignments, Papers Assistance:
Editing Help *

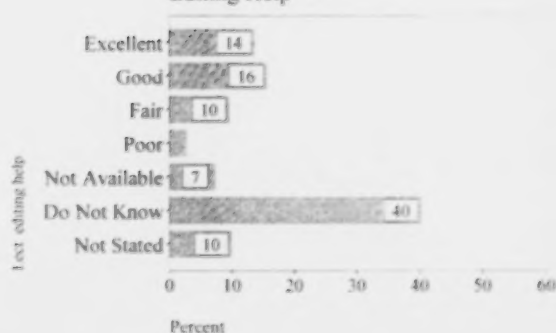


Chart 4.151 Student Ratings of
Notes, Assignments, Papers Assistance:
Peer Tutoring Service *

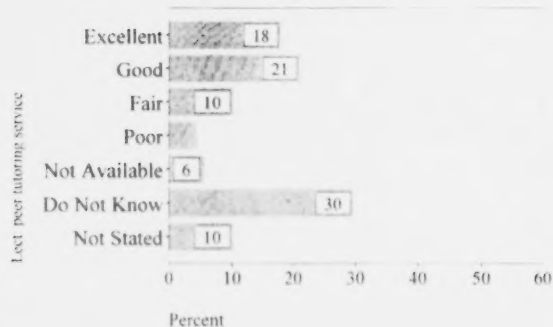


Chart 4.152 Student Ratings of
Notes, Assignments, Papers Assistance:
Proof Reading *

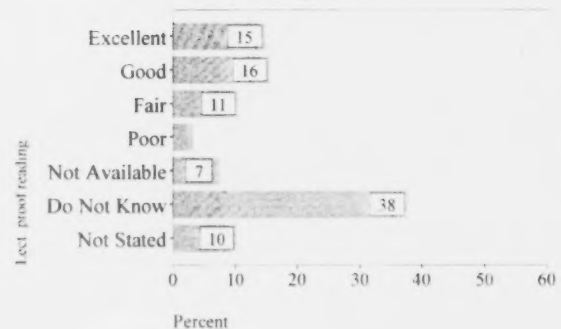


Chart 4.153 Student Ratings of
Notes, Assignments, Papers Assistance:
Sign Interpreters *

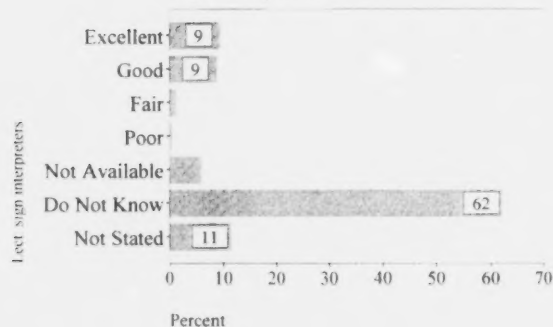


Chart 4.154 Student Ratings of
Notes, Assignments, Papers Assistance:
Oral Interpreters *

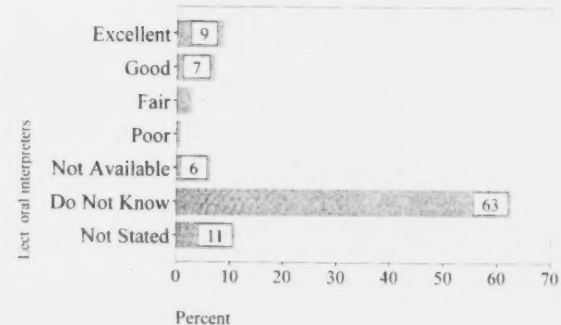


Chart 4.155 Student Ratings of
Notes, Assignments, Papers Assistance:
Remediation Skills *

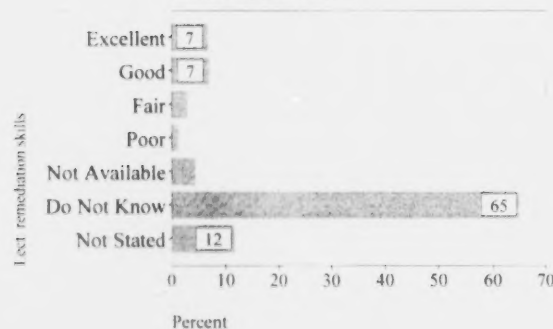


Chart 4.156 Student Ratings of
Notes, Assignments, Papers Assistance:
NCR Paper *

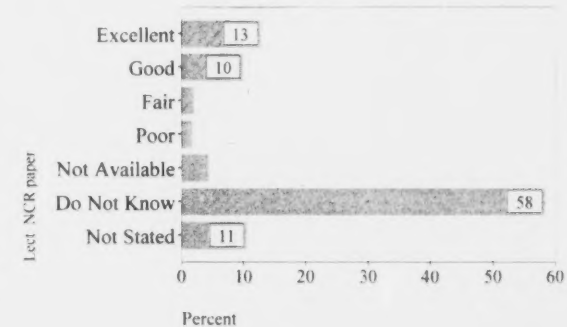


Chart 4.157 Student Ratings of
Notes, Assignments, Papers Assistance:
Lap-Top Computers *

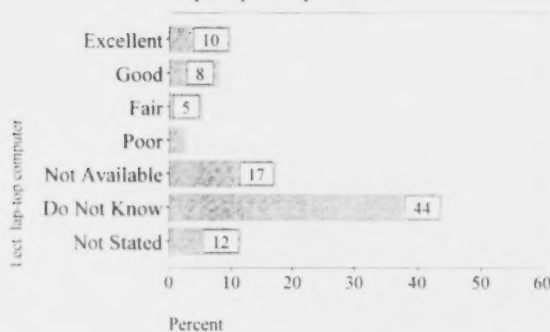


Chart 4.158 Student Ratings of
Notes, Assignments, Papers Assistance:
Other Note-Taking Services *

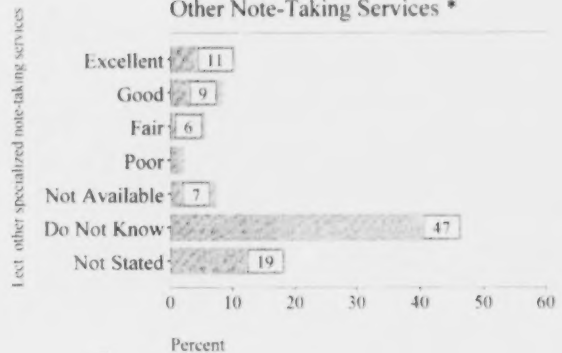


Chart 4.159 Student Ratings of
Text-Book Access:
On-Campus Large Print Texts *

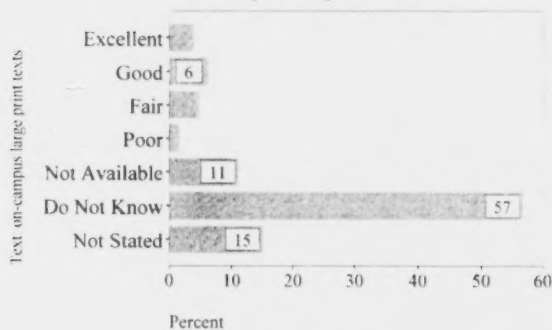


Chart 4.160 Student Ratings of
Text-Book Access:
Braille Texts *

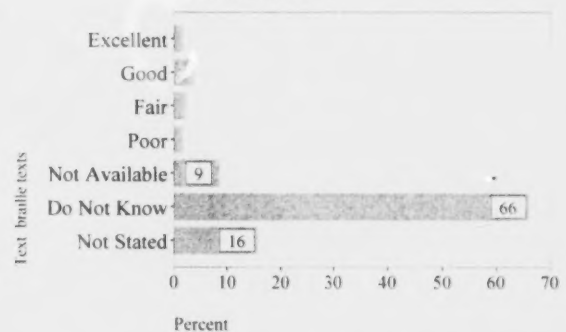


Chart 4.161 Student Ratings of
Text-Book Access:
Talking Books *

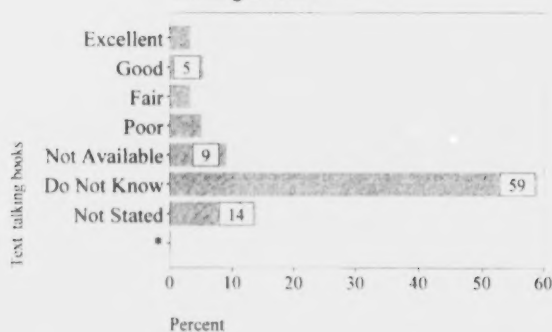


Chart 4.162 Student Ratings of
Text-Book Access:
Page Turners *

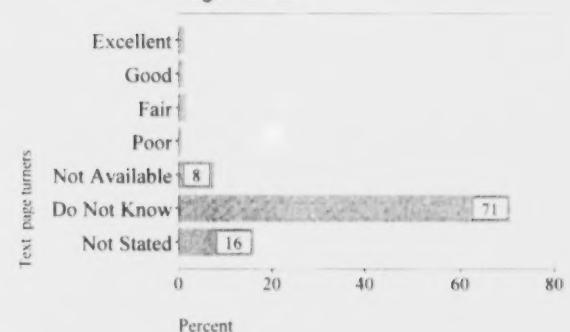


Chart 4.163 Student Ratings of
Text-Book Access:

CCTV *

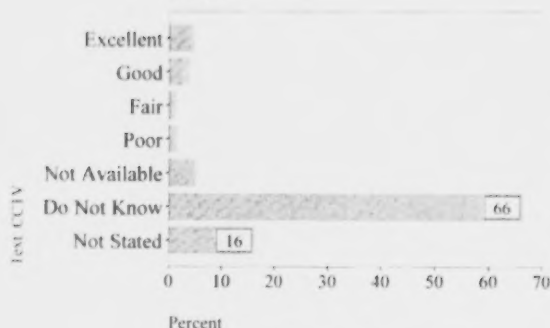


Chart 4.164 Student Ratings of
Text-Book Access:

Assistance Retrieving Special Texts *

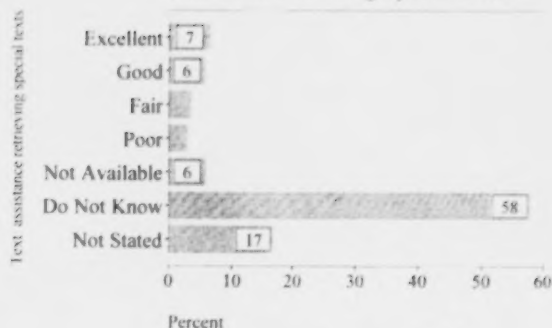


Chart 4.165 Student Ratings of
Support for Instructors:

Alternate Teaching Strategy Assistance

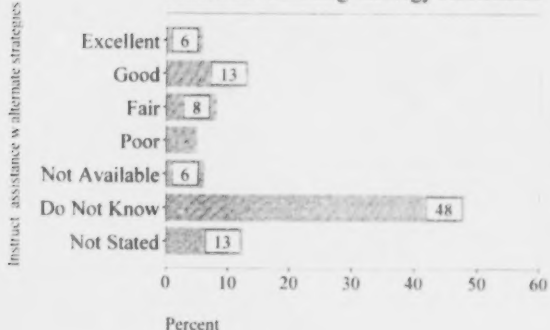


Chart 4.166 Student Ratings of
Support for Instructors:

In-Service Training *

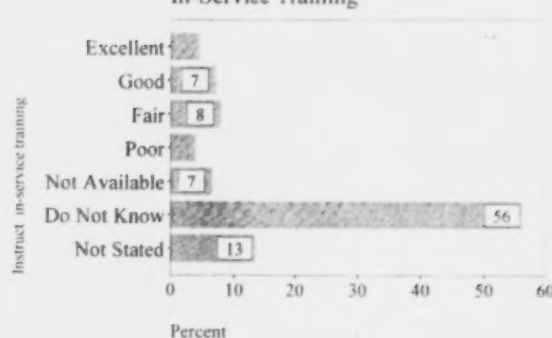


Chart 4.167 Student Ratings of
Support for Instructors:

Case-by-Case Representation *

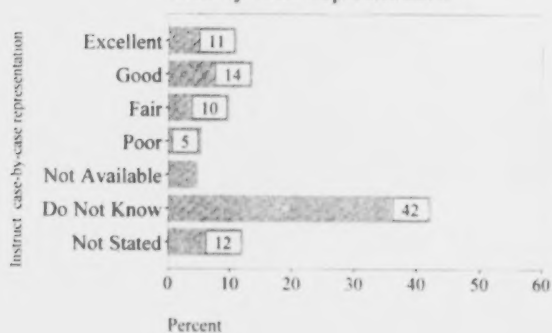


Chart 4.168 Student Ratings of
Support for Instructors:

Instructor Notification by Admin *

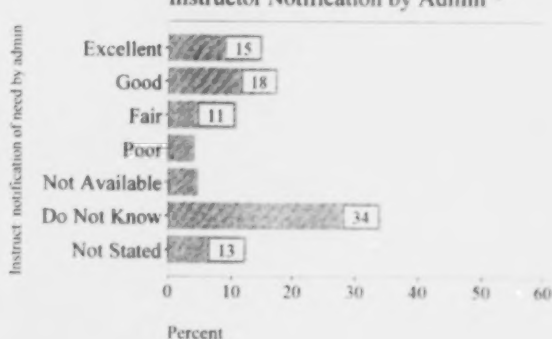


Chart 4.169 Student Ratings of
Student Services for PWDs:
Vocational Assessment *

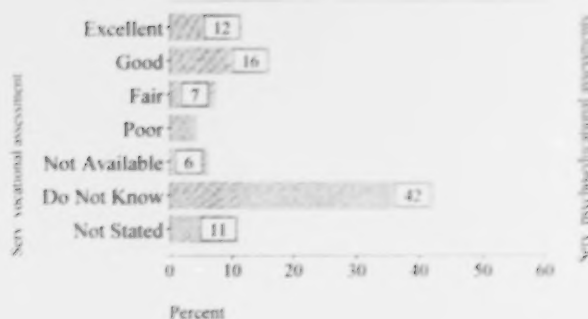


Chart 4.170 Student Ratings of
Student Services for PWDs:
Psycho-Educational Assessments *

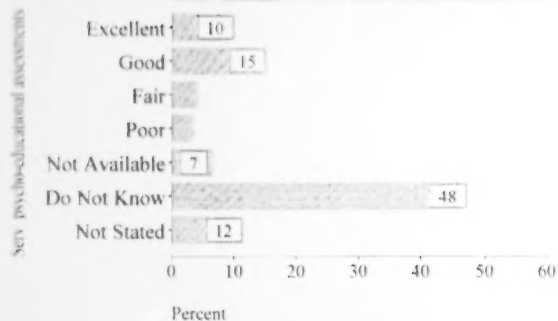


Chart 4.171 Student Ratings of
Student Services for PWDs:
Counseling *

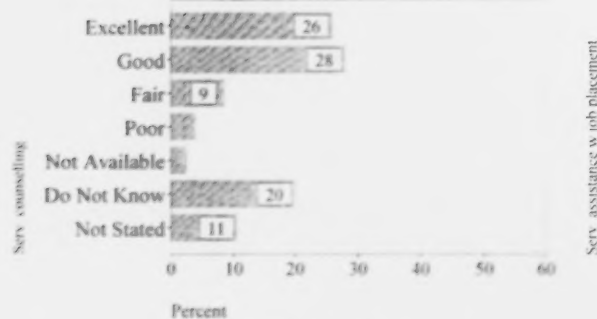


Chart 4.172 Student Ratings of
Student Services for PWDs:
Assistance with Job Placement *

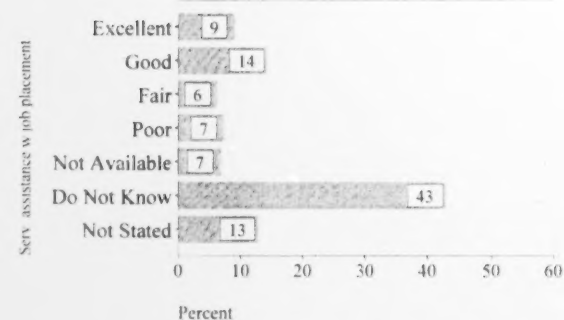


Chart 4.173 Student Ratings of
Student Services for PWDs:
Tutoring *

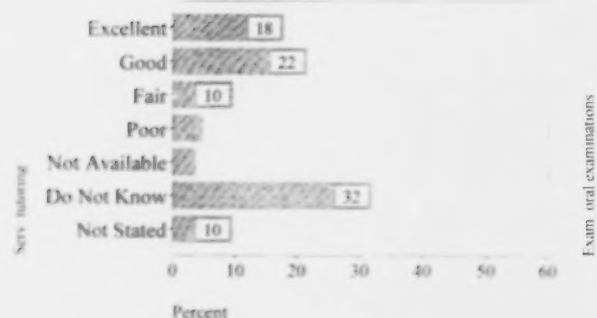


Chart 4.174 Student Ratings of
Exams, Course Requirements:
Oral Examinations *

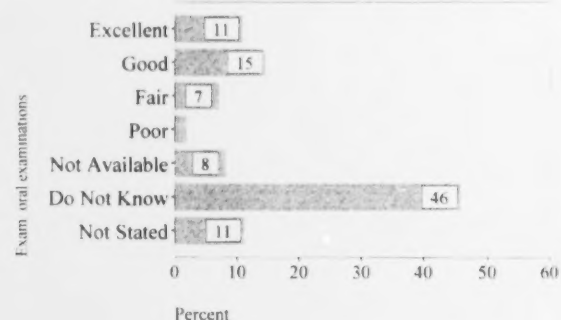


Chart 4.175 Student Ratings of
Exams, Course Requirements:
Extended Exam Time *

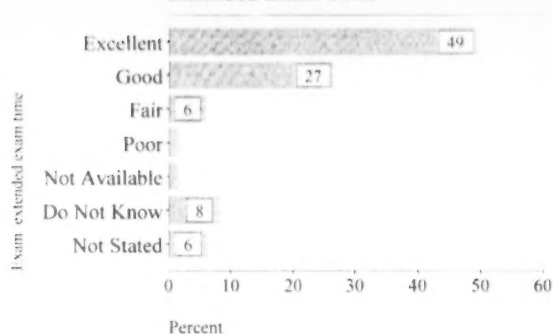


Chart 4.176 Student Ratings of
Exams, Course Requirements:
Formula to Calculate Extended Time *



Chart 4.177 Student Ratings of
Exams, Course Requirements:
Private Rooms for Writing *



Chart 4.178 Student Ratings of
Exams, Course Requirements:
Alternative Formats *

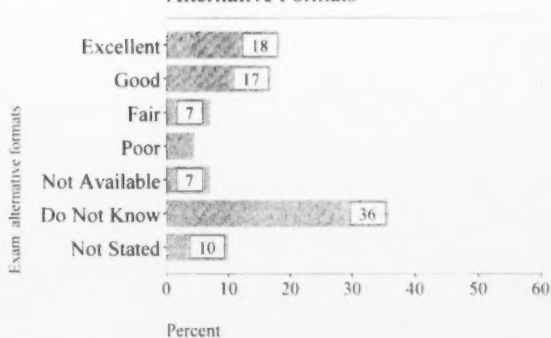


Chart 4.179 Student Ratings of
Exams, Course Requirements:
Exam Study Assistance *

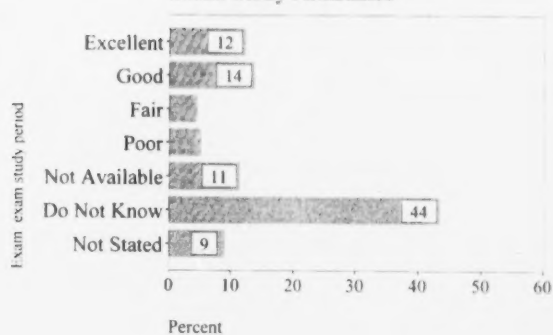


Chart 4.180 Student Ratings of
Exams, Course Requirements:
Writers, Readers *

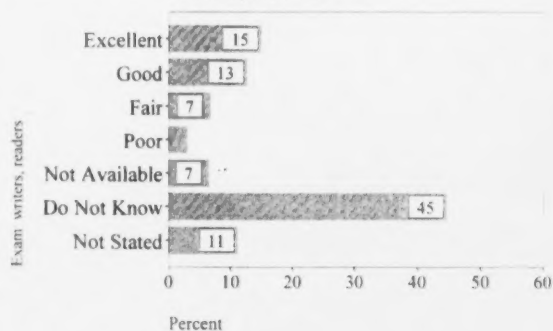


Chart 4.181 Student Ratings of
Exams, Course Requirements:
Course/Program Modifications *

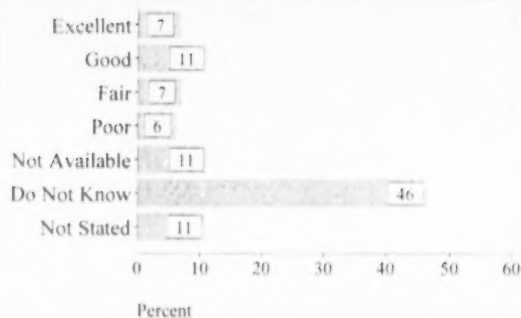


Chart 4.182 Student Ratings of
Administrative Support, Policy:
Human Resources *

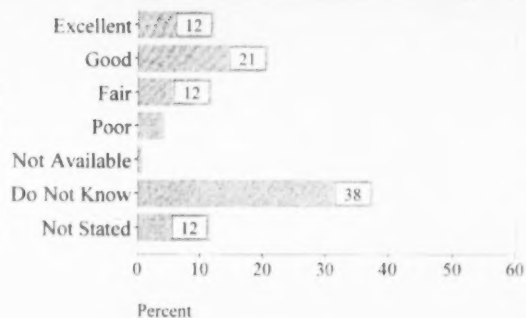


Chart 4.183 Student Ratings of
Administrative Support, Policy:
Services/Programs Required Budget *

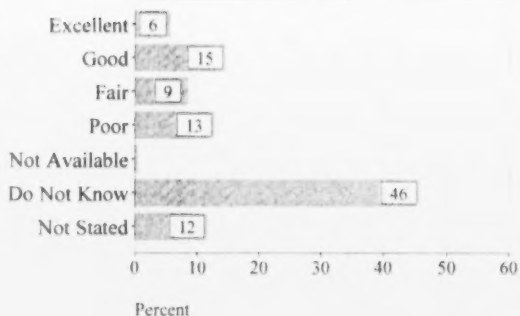


Chart 4.184 Student Ratings of
Administrative Support, Policy:
Program Administration *

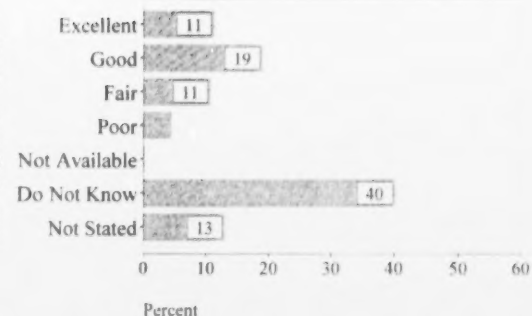


Chart 4.185 Student Ratings of
Administrative Support, Policy:
Senior Administrative Commitment *

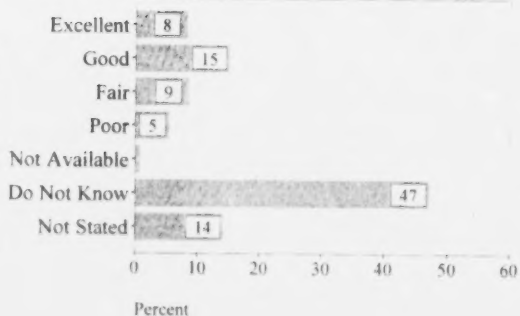


Chart 4.186 Student Ratings of
Administrative Support, Policy:
Overall Access Policy *

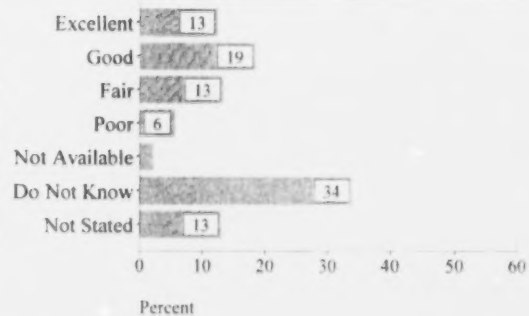


Chart 4.187 Student Ratings of
Administrative Support, Policy:
Policy on Specific Disabilities *

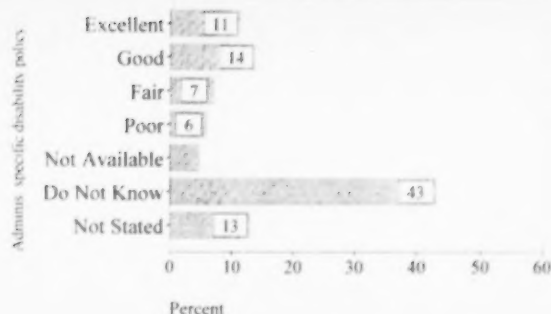


Chart 4.188 Student Ratings of
Administrative Support, Policy:
In-Service Employee Training *

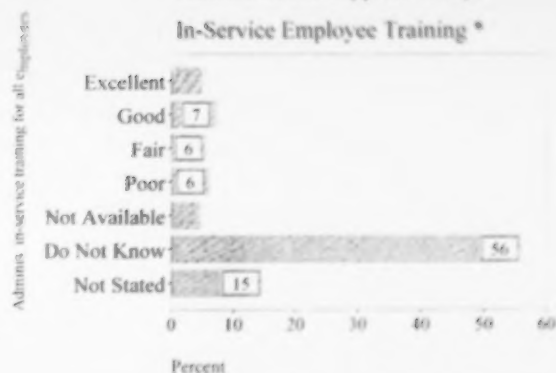


Chart 4.189 Student Ratings of
Administrative Support, Policy:
Faculty/Departmental Cooperation *

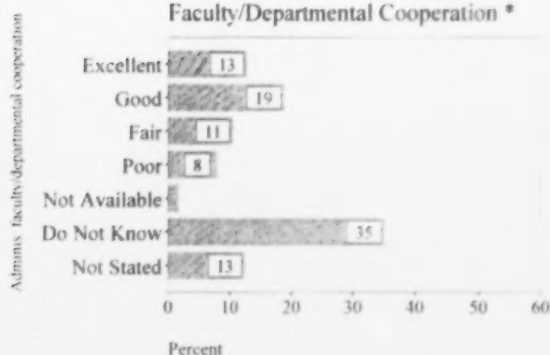


Chart 4.190 Student Ratings of
Volunteer Services:
Volunteer Services *

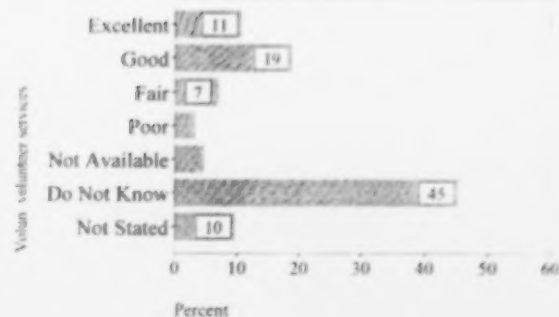


Chart 4.191 Student Ratings of
Liaison with External Community:
Public Schools *

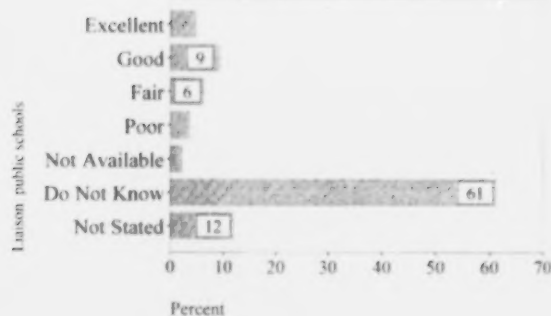


Chart 4.192 Student Ratings of
Liaison with External Community:
CEGEP *

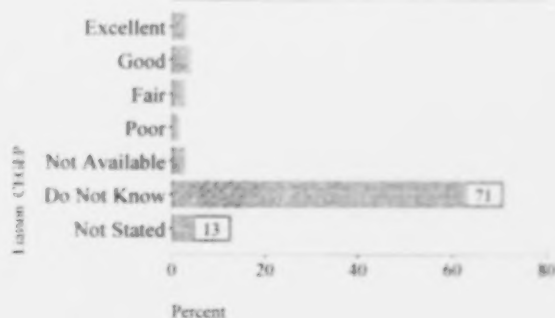


Chart 4.193 Student Ratings of
Liaison with External Community:
Other Post-Secondary Institutions *

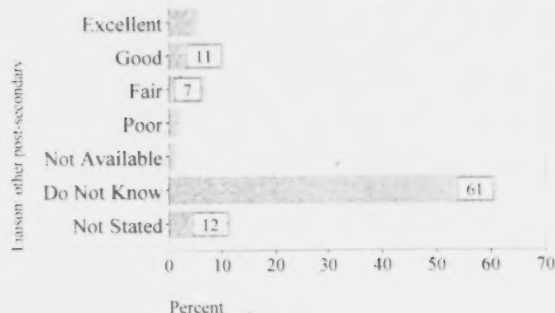


Chart 4.194 Student Ratings of
Liaison with External Community:
Service Providers, Agencies *

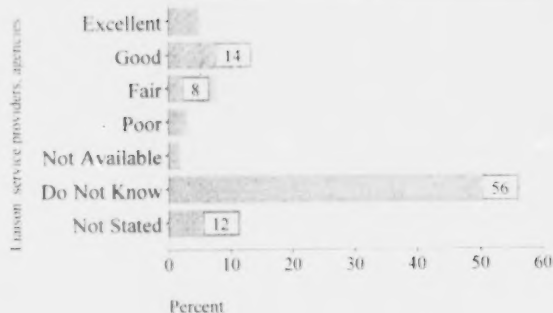


Chart 4.195 Student Ratings of
Liaison with External Community:
Government Agencies *

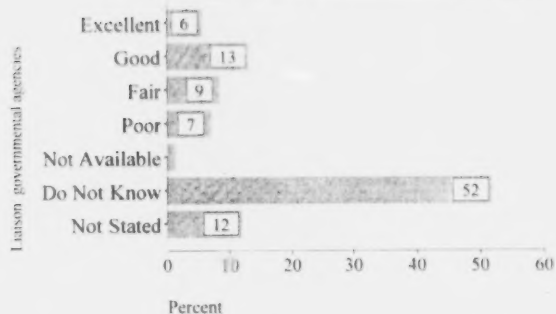


Chart 4.196 Student Ratings of
Liaison with External Community:
Other Resources *

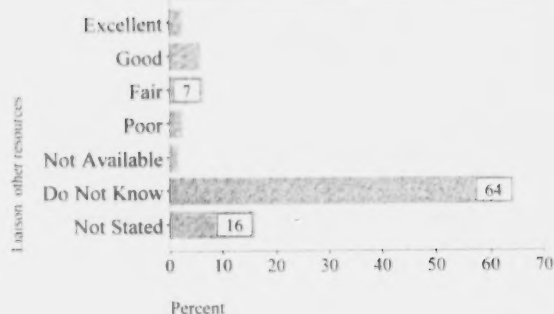


Chart 4.197 Student Ratings of
Liaison with External Community:
Transport on Campus *

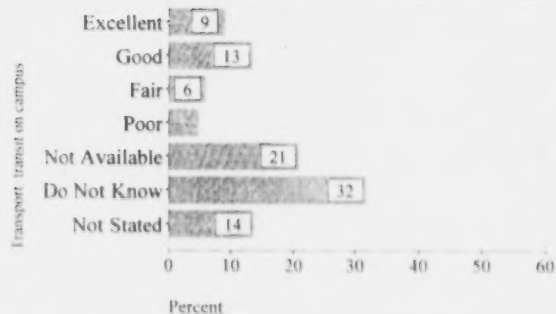


Chart 4.198 Student Ratings of
Transportation - External Committee:
Accessible Public Transit *

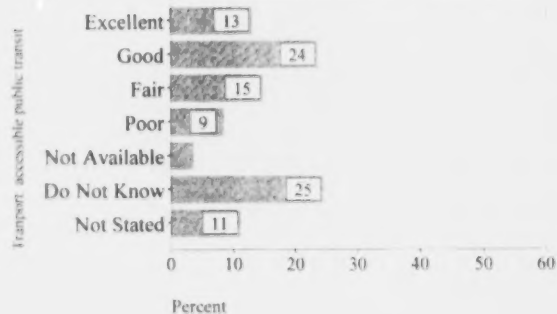
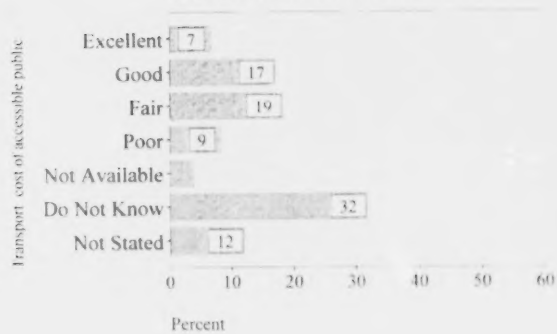


Chart 4.199 Student Ratings of
Transportation - External Committee:
Cost of Accessible Public Transit *



* Percents based on all student respondents (n=349). For questions, see Appendix Four.

Chapter Five: Best and Better Practices

Students and service providers were asked to reflect on what they felt were the three most and the three least successful programs, services or features in terms of campus accessibility at their educational facility and to give details as to why they felt this way. These responses were grouped and coded in an attempt to define common theme areas but the responses themselves varied greatly and some defy easy categorization. The groupings did provide a basis for determining what general areas should be examined in understanding the successes of accessibility at Canadian post-secondary institutions.

There were several areas where responses tended to be clustered and a high degree of similarity in the responses of service providers and students in terms of the areas where they felt programs, services and features were successful. These areas were as follows: aspects of service delivery and particularly the centres through which services were accessed; academic accommodations/modifications (including extended exam time); adaptive technology; and learning support services (notetakers, tutors, etc.). Service providers, in addition, more frequently noted that services to students with learning disabilities were included in the array of successful programs.

Features of physical accessibility were also frequently singled out as an area of success, but these were more frequently cited by both students and service providers as an area of least success. No strong clusters were observed in other areas, although students tended more frequently than service providers to indicate problems in access to adaptive technology while service providers tended more frequently to mention the lack of training and awareness programs. The details provided in response to both questions provide some indication of what constitutes "best" or "better" practices of accessibility in the above identified areas. Some themes did emerge, while evidence of good, better or best practice in certain areas was not clear. The following discussion attempts to examine those instances where both evidence of good practice is clear and where evidence of some problems or qualifications may arise. We hope that "better" practice may emerge from the comparison of the two.

A. Aspects of Service Delivery/Service Centre

Both service providers and students most frequently cited the delivery of services to students with disabilities, whether through a designated service centre or through another office, as the most successful feature of accessibility at their institution. Contact with disability service providers and support personnel in a variety of contexts and for a range of purposes were valued highly by students. Service providers also recognised that this was an important feature of accessibility within the institution for a variety of reasons.

Service providers at disability service centres and disability service coordinators in student service offices identified a broad range of functions performed through their auspices. (See responses in Appendix Two). Students frequently recognised this as a successful aspect of accessibility:

✎ I think the [Centre] is very successful at ensuring that students with disabilities have the required note takers and exam accommodations. In terms of service, the DRC is excellent. Without these services many students would not be able to finish their degrees. If a student with a disability has a concern, they can go ask questions in order to find a solution at the DRC. I know that if I am facing a problem, e.g. a professor doesn't want to give me extra time, the DRC will step in and advocate for me when I am not being listened to. If you have a problem with a room, the DRC will change the room. This ensures that students have the opportunity to take whichever course they want to, without being limited. *Other-Loss of fine motor control; University, BC*

Many service offices provide a wide range of services to students with disabilities and this is recognised as a benefit by students. Yet not all institutions have the resources or the clientele to sustain a stand-alone office that provides such services. Many institutions report that services are divided between counselling, learning support and other offices and often disability support personnel operate within the framework of general student service departments. While many service providers identified the model of service delivery within which they work as centralized (that is providing a full range of services to students through one office), one service provider gave some content to the notion that a decentralized model (that still relies on a service centre for coordination) can foster greater awareness within different areas of the institution:

✎ Model of Service Delivery - [The Centre] is responsible for coordinating on-campus services for students with disabilities in partnership with faculty, staff, students and the university administration. As such, disability accommodations and services are a university-wide (shared) responsibility. This has led to greater disability awareness within the university and more effective cost-sharing among university departments in terms of providing services and accommodations to students with disabilities. [The Centre] awards annually to an individual or group for excellence in disability accommodations. Past recipients include the Computer Science, Chemistry and Physics Departments, faculty, staff and students. *SP, University, Atlantic Provinces*

Most disability service provision offices also include integration/coordination as part of the functions of their offices and this constitutes part of the success of their attempts to ensure accessibility. Providing integrative links as well as services is a necessary aspect of most successful disability service provision. And service providers can also affect planning in terms of physical access:

✎ Lots of relevant auxiliary support staff service available on campus (i.e. Study Skills Workshops; Counselling and Development Centre, Writing and Method Centre, Tutor Registry, Recreation Centre) and positive linkages between the Access Centre and these services. *SP, University, ON*

☞ [Access Committee] recently struck. This is an internal committee made up of representatives from various areas of the college including physical services, planning, scheduling, computer services, parking and representatives from the Disability Services Office. The primary focus of this group is to ensure that disability issues remain at the forefront of any planning taking place on the college campuses, e.g. Construction of a new wing (access issues), scheduling of classes in portables, modifications in student computer labs (hardware and software implications on adaptive technology, etc.). Our goal is to be proactive instead of reactive to any given circumstance. *SP, College, ON*

This kind of integration, however, often relies on the existence of a coordinating centre that can generate the awareness necessary to maintain such efforts. Students reported that the lack of an office or staff person that focused on disability service issues was one of the least successful features of access at their particular institution precisely because the integrative function was not being performed:

☞ [Need] centralization of disability service delivery where one office is responsible for all physical accessibility and educational needs. There is a need for more integration of services and programs at this particular institution. *Mobility impaired; University, ON*

☞ The lack of communication between departments and student support systems at [the Campus]. The attitude of separation and the lack of clarity in lines of responsibility and assistance guidelines. Too many departments, no umbrella in relationship to disabled students. Run around! *Medical Disability; College, BC*

The responsibility for services for students with disabilities is often housed within a unit that provides other forms of service to a broader range of students. This is sometimes perceived as a problem by students:

☞ Student Services deals with all disability problems. There is no separate office for this. [The Centre] is only for students with learning disabilities and it is privately funded. It doesn't have enough money to handle all of its students. *Learning Disability; University, Atlantic Canada*

When such services are included within the context of learning support services, this seems to be less of a problem:

☞ The most successful aspect of service at [The College] is the support staff employed in the Educational Support Centre and in Counselling Services. They are committed and will do whatever they can to accommodate even with meagre resources. *Blind/Visually impaired; College, MB*

✂ Learning Centre -- A place to go to talk about needs, work on computer, write tests; A person to assist you when in need of help. Even with a disability and with English as a second language (like me) you can succeed in your education. I find there is support for any need if you ask for help. *Other-Carpal Tunnel Syndrome; College, ON*

Service providers indicate that there are often compelling reasons to include disability service provision under the umbrella of other service offices, particularly when this affords greater concentration of resources or the opportunity of contacting students who might not otherwise visit a disability services centre:

✂ We are housed within the Learning Skills Centre so that students with disabilities can have more coordinated support from the Disability Services Consultants, the Learning Skills Specialists - this is especially important to the students with learning disabilities. *SP, College, AB*

✂ All services coordinated through counselling office - totally integrated - less stigmatizing. *SP, College, BC*

Whether provided through a disability service office or through the auspices of another office, some forms of service appear to be critical to the maintenance of accessibility. Assessing students needs and providing counselling on types of accommodation and assistance are central facets of disability service provision. Service providers and students frequently included this as a successful feature of access at their institution:

✂ Service d'accueil et d'informations. Nous offrons un encadrement, facilitons les documents en médias alternatifs et les contacts avec les professeurs. Les étudiants sont rencontrés individuellement afin de connaître et évaluer leurs besoins. *SP, Université, QC*

✂ Students with disabilities are all seen by counsellors for identification of appropriate accommodations and are monitored (by the counsellors). They are seen each semester to ensure that their needs are being addressed. *SP, College, ON*

✂ Student Services -- They were able to identify that I had a problem. They provided me with ongoing support to learn how to learn - my style. They provide continual educational guidance and assistance. *Learning Disability; University, MB*

✂ Providing a special needs counsellor. She was extremely helpful in telling me what services/equipment were available to allow me to achieve the best grades I can. *Medical Disability; College, ON*

Some students found monitoring by a disability counsellor to be less successful, particularly if it was tied to receipt of other services:

✎ The office requires each student to meet with a counsellor each year, regardless if things have changed or not, before a student may receive any type of assistance. This is a waste of time for faculty and students. Also students may need help prior to their meeting. Bad administrative policy. *Learning Disability; University, ON*

Similarly, while few students complained about having to provide documentation when asked to indicate the best and least successful aspects of campus accessibility, at least one found the necessity of providing "updated" documentation from an external specialist to be less than fair:

✎ [The University] needs to ease up on their policy of not accepting assessments over three years old. Assessments are expensive and not very accessible in the north. *Learning Disability; University, BC*

Notifying faculty of special needs is a service that is frequently provided and that most students routinely record as positive. For the most part this involves preparation of a letter detailing the assessment of a student's special needs:

✎ Upon registration of a release of information form by a letter he/she can be provided with a letter for their instructor(s) identifying needs... *SP, University, SK*

✎ The professors here are provided with individualized notification about what I require. I find this very valuable. *Medical Disability; University, ON*

✎ Accommodations for extra time on exams and assignments. A formal letter is sent to each prof explaining why accommodations are needed and requesting their cooperation. *Learning Disability; University, ON*

✎ My profile sent to my instructors-- This reduces my anxieties, less stress for me since I have a letter of introduction re: my migraines. *Medical disability (Migraines); College, ON*

Clearly though, the willingness of faculty to accommodate is sometimes in doubt and students and service providers both recognize that disability service providers can help to validate the required accommodations through greater contact with departments and individual faculty members.

✎ Disability Services -- Act as liaison between students and their respective faculties.

Deaf/Hard of hearing; University, MB

☞ [The Centre]. This office acts as a mediator between students and professors in making special arrangements for exams. *Blind/Visually Impaired; University, Atlantic Provinces*

The relationships service personnel may build over successive years dealing with faculty members means that their intercession on behalf of students has a greater guarantee of effectiveness:

☞ Individual contact with students and coordination with instructors and other services within the college. We are a small institution, thus it is more feasible to know the instructors and students quite well. The consultants do an excellent job of getting to know the individual students and have built up the respect of instructors. *SP, College, AB*

☞ The Office for Students with Disabilities has good connections with all profs so it is easy to access alternate learning environments or exam accommodations. *Blind/Visually impaired; University, QC*

Many students also recognize that the initial communication of needs through the service office can provide an opportunity to discuss these needs with a professor and to become their own advocates:

☞ Disability Services -- I am an organizational nightmare. Therefore, I am extremely grateful to have DS who take care of all exam accommodations and administrative headaches. All I have to do is pick up papers and drop them off to my profs. They also foster student/prof relationships. *Learning Disability; University, MB*

☞ The way letters are written to professors from the Office of Students with Disabilities. It gave me an in to talk to all my professors and advocate my own needs. *Mental Health Disability; University, QC*

As one service provider noted, however, the more difficult problem in some institutions is the establishment of policies on accommodation that would ensure students of a solid basis for requesting accommodations from faculty members.

☞ Lack of policies - makes it difficult to require instructors to provide accommodation in those instances where they are not inclined to cooperate. *SP, College, MB*

Service providers are not only involved in advocating for students with individual faculty members. For instance, most service provider respondents in Quebec indicated that they do attempt to address the needs of students with learning disabilities despite the lack of provincial funding or sanction for these services. As one Quebec service provider indicated, while provincial recognition of entitlement for students with learning disabilities is not yet established, widening services for them and advocating on their behalf is still part of the responsibility of service provision.

✎ Services of disabled students. I advocate for all of our disabled students. We are funded only for hearing, vision and mobility impaired, but I widen the services for learning and medical disabled. *SP, College, QC*

Students recognize other forms of advocacy as a valuable aspect of successful service provision. Moreover, they recognize that the service provider often advocates in the absence of support from other partners at the post-secondary level:

✎ Centre for Special Services -- Resource centre for students with special needs; willing and able to go to bat for students. *Other-Hemiplegic; University, ON*

✎ Special Services Dept. is the most successful. Any changes taking place to aid disabled students are initiated by them, but cooperation from faculty and government is difficult and sometimes seems impossible. *Medical Disability; University, ON*

✎ Services for Students with Disabilities: This office helps all students with disabilities. They go out of their way to help and are actively involved in bringing accessibility issues to the attention of the university. *Learning Disability; University, AB*

✎ Centre for Students with Disabilities -- A required liaison for students to achieve success in their studies. (I think the Students' Association could do more than they do.) *Mental health, Medical disability; College, ON*

✎ The Centre for Student Development has helped me, acting as liaison with my department when I needed them to intercede. *Deaf/Hard of hearing, Learning Disability, Acquired Brain Injury; University, ON*

✎ [The Centre] provides support and advocates on my behalf for extra time, quiet rooms and tutor in statistics. Also have assessment and counselling services. Services are being cut. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

The opportunity for personal contact with an individual who is knowledgeable, can understand and assess needs, and assist in the resolution of problems is also a successful feature of service provision commonly identified by both students and service providers.

✂ It is good to have one person to go to as advisor and special needs coordinator makes things less complicated. *Mobility impaired; University, MB*

✂ The Office for Students with Disabilities and its services (computer labs, lounge, etc.) The coordinator is excellent and very fair. She really cares about students. *Learning Disability; University, QC*

✂ A very good and personalized service at the Centre for Students with Disabilities. All counsellors are very knowledgeable and attentive to students' needs. *Mobility impaired; College, ON*

✂ Bureau d'accueil des personnes handicapées. -- la coordonnatrice -- on est toujours au courant selon nos besoins. *Déficiences motrice; Université, QC*

Some students may feel that the relationship with service providers is insufficiently responsive, too directive or manipulative. While this is definitely a minority opinion within our sample group, it highlights the feeling, which many students express, that assistance should reinforce a student's sense of independence, of being able to make judgements for oneself, rather than being entirely reliant on others to decide what is or is not appropriate.

✂ La manipulation psychologique est fréquente par les intervenants du service d'intégration des personnes handicapées et par certaines personnes ressources (lecteurs, accompagnateurs, preneurs de notes). *Cécité/Déficiences visuelles; Université, QC*

Inability to contact service personnel, to receive individual attention is a problem for students. Most recognise this as a function of limited resources:

✂ Le service aux étudiant-e-s handicapés. Il était temps que l'administration change car le personnel N'AVAIT PAS LE TEMPS NI LA PATIENCE de s'occuper de certains besoins. Quand on appelait, un gentil répondait prenait le message la plupart du temps. De plus, la personne responsable était surchargée de travail et impatiente à l'excès. *Cécité/Déficiences visuelles; Université, QC*

✂ Not enough people to help in the Special Needs Office. They can only help so much and provide help to so many people at a time. It is overcrowded. *Blind/Visually impaired; College, ON*

At smaller institutions, where students with disabilities are less numerous, the ability to provide individual attention and to ensure that students needs receive some attention is recorded as a plus by many service providers. In the absence of a wide range of services generally available at larger institutions for larger populations of students, service providers at small institutions testify to the fact that personal attention and a flexible attitude towards a student's needs can resolve many problems.

✎ Individual attention - we have very few students with disabilities on campus, and are a small campus, so can provide individual services. *SP, College, MB*

✎ Le collège est assez petit de sorte que les agents d'admission, les responsables de programme savent qui est répondant pour les élèves handicapés et referent les nouveaux élèves dès qu'ils les rencontrent la première fois. *SP, Collège, QC*

✎ Small size of college allows for personal attention to students' specific needs. *SP, College, AB*

✎ Considérant le fait que nous sommes une petit collège dans une région semi-rurale, nous avons très peu d'élèves handicapés qui requièrent des services spéciaux d'aide. C est le service de prise de notes (le seul) qui est présentement offert et dispensé au niveau de l'assistance académique comme telle. Ce service semble répondre vraiment à des besoins spécifiques de deux de nos élèves actuellement. *SP, Cégep, QC*

✎ We are a small, friendly institution. Students with disabilities seem to find it a comfortable environment for study and participation. *SP, University, MB*

Some students also recorded that the small size of their institution was a successful feature in terms of its accessibility.

✎ The instructors and staff are supportive of students. The small class sizes and personal interaction is probably the best aspect of attending this institution. *Medical Disability; College, BC*

✎ This is a small campus but I have noticed that the administration goes out of its way to accommodate students with disabilities even though it is so small. *Other-Neurological; College, BC*

Of course, not all students can or will want to attend small institutions, nor will they necessarily find the services they need at such institutions.

✎ [The College] did not have any of the adaptive aids I needed and my success was

due in large part to the fine support staff there. *Blind/Visually impaired; College, MB*

☞ [The College] doesn't have braille equipment for the visually impaired. They lack a lot of equipment for the visually impaired. *Learning Disability; College, ON*

Size may also have less to do with the availability of certain services than the type of institution a student attends. One student attending a small college and taking courses at a medium-sized university noted that in comparative terms the services of the small college were more extensive:

☞ Scribing for exams is available at [The College] but not at [The University]. [The University] needs to be open to offering services that are available at the high school and college level. *Learning Disability; College (also attending University), BC*

Individual attention and flexibility in accommodating students will not resolve all needs, but it should be noted that small institutions that lack extensive services and facilities because they do not have the resources to provide them are not necessarily prevented from finding ways to accommodate students with disabilities. A commitment to accessibility on the part of the institution appears to be very important in this regard just as it is in larger institutions.

In addition to providing integrative direction, assessment and advocacy, there are a wide range of services that disability service offices may provide. At some institutions, specialist services in the areas of mental health, occupational therapy and others are included as part of the disability service office's array of programming.

☞ Special Services to Persons with a Disability - offers a broad range of supports and services, psychologists, OT, counsellors available to support students - student-centred. *SP, University, ON*

☞ Once a week a psychiatrist is available at [The College] for students with mental health disabilities, covered by OHIP. Also once a week an M.D. who specializes in adults with attention deficit disorder and Turrettes sees students. Both are very busy. *SP, College, ON*

Disability service offices also commonly take responsibility for classroom relocation; the arrangement of rooms and times for examinations when a student needs accommodation; the arrangement of interpreter services; and/or assistance with grants for special devices and equipment. Some also include the provision of adaptive technology and equipment; administration of learning/academic support services (e.g. note-taking); and/or provision of talking books and alternative format material among the many services they administer. Students and service providers both mention these as aspects of successful service provision:

☞ [The Centre]. This centre is very helpful in supervising exams. *Blind/visually impaired; University, Atlantic Canada*

☞ Examinations assistance and note takers are very easy to get. These services are provided through [The Centre]. *Mobility impaired; University, Atlantic Canada*

☞ Referral to outside services such as VRS and Adult Services SET-BC. *Mobility impaired, Learning Disability; College, BC*

☞ Ability to refer for funding to VRDP to assist students in obtaining services they are entitled to and often not aware of. *SP, College, AB*

☞ Office for Learning/Physical Disability; provides access to materials needed like books on tape. *Mental Health Disability; University, ON*

At other institutions, some of these services are provided under the rubric of learning support services. These offices focus on extending learning-related services to students with disabilities. Such services also receive positive endorsement from students.

☞ The Learning Centre offers a full range of service to students with disabilities of all kinds. I haven't heard any complaints about their services. Personally, I would not be able to complete my studies successfully without the note-taking and test accommodation services. *Other-Agility; College, ON*

☞ Learning Support Services have helped me and others to realize our greater potential with the services they provide. *Learning Disability; College, AB*

☞ Learning Centre -- Directs students to where services can be accessed and helps them as much as possible to obtain services. *Mobility impaired; College, ON*

☞ The Education Centre provides excellent service for students with disabilities. I was able to extend final exam periods, get private room to complete my examinations at my convenience. *Deaf/Hard of hearing; University, Atlantic Canada*

☞ Learning Assistance Centre -- People who try to keep me focused and on track and find me help when needed. *Learning Disability, Mental Health Disability; College, SK*

✎ I think our Learning Support Services area is a very useful support. Students seem to benefit greatly from the services and feel quite comfortable going to LSS. *SP, College, ON*

Students also frequently mentioned the importance of counselling services (both academic and personal) as important features of accessibility.

✎ The accessibility of student counselling, for both disabled and other students. The large range of services available cover areas ranging from academic concerns to personal issues (ie. stress management, grief counselling). *Other-Post Traumatic Stress Disorder; University, ON*

✎ Counselling Services -- Being faced with an environment that does not quite understand you is a frustrating thing. Counselling services has been a great help to let me vent those frustrations and also has shown me how to take those things that cause me the most stress and turn them into positive challenges instead of negative. *Learning Disability; University, MB*

✎ Counselling -- If it was not for a counsellor, I would not still be in school. I have learned how to understand myself and others. I also would not know what to do with my life if it wasn't for counselling. *Learning Disability; College, AB*

✎ The counselling centre. The network of counsellors and staff provide a wide range of individual and group services in a wide variety of areas. On a number of occasions, I have benefitted from their support and feel that it is a valuable part of the university which more students should make use of. *Blind/Visually impaired; University, Atlantic Canada*

Thus, while students prefer to have access to services that are responsive to their disability-related needs, they do not always need to receive services through the auspices of a disability service office. The placement of certain services such as counselling seems less important than their availability and the assurance that such services will be "disability-sensitive" even if they are provided as part of a service that includes students with and without disabilities.

Service offices that are typically outside the ambit of disability service provision were also recognised as providing services that constituted the most successful features of accessibility. Although these kinds of services were not frequently the object of comment, disability-sensitive service provision in these instances was rated highly:

✎ Special Registration Services -- I've attended one college and another university before attending [The University]. [The University's] Disability Services has worked

with staff to create a hassle-free, low run around registration for students with disabilities. *Mobility impaired; University, ON*

✎ The Financial Aid Office gives priority to students with disabilities. *Learning Disability; University, Atlantic Canada*

✎ Student Awards Service -- The people are amazing. They made my year. Care, respect, unlimited help and support. Without them I would not have gone to postsecondary school. [The College] is the only school I have seen where it is done so well. *Learning Disability; College, ON*

✎ Registrar's Office - it is most accommodating to all students and are very concerned about helping individuals with disabilities in accessing programs and education. *SP, College, ON*

Library services were also frequently counted as successful features of accessibility by both students and service providers.

✎ Special Needs Librarian -- She is always accessible to get research help, with SN room and equipment. *Blind/Visually impaired; College, ON*

✎ Library -- Librarian was so helpful in accommodating my needs. *Medical; College, ON*

✎ Bibliothèque: Je sais qu'ils ont tout le matériel nécessaire pour les aveugles, entre autres. Ils ont beaucoup de matériel pour faciliter le travail des handicapés. *Surdité/Personne malentendante; Université, QC*

✎ The library staff were really fabulous in their willingness to get books off the shelf and sort through reference material. Extremely important for upper year students. *Mobility impaired; University, ON*

Students more frequently noted that physical accessibility of libraries was a problem, although occasionally aspects of service provision were designated as "least successful" features:

✎ Library staff -- They should understand that people in wheelchairs have feelings and that they shouldn't be made to feel like a burden. *Mobility Impairment, Learning Disability; College, ON*

✎ Library has no extended loans for people with learning disabilities. *Learning*

Disability; University, QC

If disability accommodations and services are to be an institution-wide "(shared) responsibility," students and service providers need to work to convince all campus service offices to consider service provision from the standpoint of students with disabilities.

B. Academic Accommodation

Academic accommodation, especially extended exam time, was an area of critical importance for students. As noted in Chapter 2, most of the respondents made use of such services. Moreover, a large proportion of students from all disability type categories reported that these were services they needed. Student respondents frequently included various types of accommodation as successful features of accessibility. For the most part, students identified extended exam time specifically, but they also indicated why they felt accommodations were important:

☞ The awareness that I can be open with professors, rather than having to ask for every detail to avail myself of the conditions in which my abilities can be realized. *Learning Disability; University, ON*

☞ I am graded with the accommodations, not with them held against me. I got an A but only because I was able to get special accommodations. I am able. I just work in a different way. *Learning Disability; University, ON*

In discussing extended exam time, students also indicated that being able to write in privacy and the attendant ability to concentrate were important components of the accommodation. Somewhat less frequently they mentioned the provision of a computer for composing essay responses:

☞ Special Services: Exam and test taking stalls -- I couldn't get by without use of computer and extra time. *Learning Disability, University, ON*

☞ Private rooms to write a test in. Makes it easier to concentrate. *Mobility impaired, Learning Disability; College, ON*

☞ Accommodations for writing in a separate room for tests and exams if required. This respects the various needs of students and their writing habits. *Learning Disability; University, ON*

☞ Exam writing accommodations -- I get the extra time and the privacy needed. *Learning Disability, Mental Health Disability; College, SK*

✎ The accommodations for exams and the use of computers for essays during the exams. [...] I need a separate room for tests and freedom from background noise to concentrate. *Learning Disability; University, ON*

Alternative format exams were mentioned much less frequently, and one student indicated that payment for the service was a least successful aspect of accessibility.

✎ Paid for oral exam. Service should be covered by special needs. *Learning Disability, Medical Disability; College, ON*

✎ [The University's] Disability Services -- Has helped me greatly in terms of accessible formats for exams. This service while not very successful in improving physical access for me has done what they can for me. *Mobility impaired; University, ON*

Formulas for calculating extended time appear to vary and constitute a problem for some students. One student in response to a question earlier in the survey (Appendix Three) indicated dissatisfaction and confusion with the way a standard time was interpreted. Other service providers indicated that extensions to exam time were calculated on an individual basis, taking the student's specific disability into account. A list of standard accommodation times for different disabilities is suggested by the student, but factors other than disability type, such as program content and type of test may be taken into account when setting extended time. Some institutions appear to have opted for a standard formula, but what might constitute common practice is not clear from the responses. At least one student regretted the lack of disability-specific accommodations policies.

✎ Extra time to write exams/tests. I can write a 2 hour test in 2.5 to 3 hours if I need it. *Learning Disability; College, ON*

✎ Prolongation pour examen: + 1/3 du temps régulier. Politique d'examens adaptés au SIPH. Il y a des salle individuelles et supervision. On peut aussi s'arranger avec les profs pour faire examen à la maison (reçoit par courrier et renvoi par courrier en même temps que les autres (ou pas faire). *Déficiences motrices; Université, QC*

✎ Very poor formula to calculate extended time at our school. Before I arrived here, I thought that all students with ADD could receive at least time and a half for exams (that's what I'd always read in books). Here I had to show them I really needed time and a half. "Standard" ADD accommodations include stopwatch time, i.e. interrupted time with permission to take breaks whenever you want, which is helpful but alone is not enough since having your attention wander is not always a conscious process. Also, taking an official break in itself disrupts your concentration. Perhaps having

NEADS support/provide "standard" accommodations guidelines for various disabilities would be helpful. *Learning Disability; University, QC*

☒ Manque d'aide au plan académique qui pourrait être adapté au handicap de chaque étudiant (ex., grille d'évaluation différente selon le handicap). *Déficiences motrice, Déficiency de la parole; Cégep, QC*

Students were far less likely to indicate that other forms of accommodation constituted successful features of accessibility and were more likely to record that failure to obtain desired course or program modifications constituted a less successful feature of accessibility:

☒ Student Services Centre -- Is helpful to an extent. People are willing to help but fall short in making changes in program development. *Learning Disability; College, SK*

☒ Time limit for course completion -- I may be short one or two classes when I've reached my deadline and therefore won't be allowed a diploma after that deadline even if I can pick up these classes. *Learning Disability, Mental Health Disability; College, SK*

☒ Program doesn't want to have a nursing student with a physical condition that prevents my full participation in clinical rotations 3 days in a row. *Medical Disability; College, AB*

Many service providers regarded developed policy and procedures on accommodations as among the most successful features of accessibility at their institutions, although the content of policy and whether this covers program requirements, as well as course content and evaluation accommodations is not clear.

☒ Academic Accommodations Policy - clearly outlines the academic accommodations process, roles and responsibilities on the part of both the students, the instructor and the institution - outlines appeal mechanism - provides clear parameters. *SP, University, AB*

☒ Academic Accommodation Access - including assessments, documentation and comprehensive system for receiving accommodations (extra time; equipment; alternative format) for tests and exams. *SP, University, MB*

☒ Our senate policy works very well and is almost unanimously supported by academic and administrative staff. It allows individualized accommodation initiatives. *SP, University, MB*

✎ Academic accommodations particularly exam accommodations. We have well-developed documented procedures that assist us in providing effective accommodations. *SP, College, AB*

In some instances, the service provider indicated that accommodation was still very much dependent on the attitudes of departments, faculties and instructors. In some institutions the transformation of attitudes on this issue is not complete and ingrained attitudes about the necessity of preserving uniform forms of evaluation remain unchanged. At least one service provider, recorded that the transformation appeared to be in effect and that this constituted a successful feature of accessibility:

✎ The willingness of certain departments, faculties, and instructors to look at individual need of some students with disabilities, and adapt programs to enhance student access and success. *SP, University, MB*

Attempting to determine what constitute reasonable and appropriate accommodations for students with different types of disability was a problem noted by at least one service provider:

✎ Determining reasonable accommodations for and responding effectively to students with chronic medical and/or mental illness concerns, particularly with respect to classroom attendance and time lines. *SP, College, AB*

Students also noted a variety of problems with the way academic accommodations were administered and how faculty tended to respond to these:

✎ A chaque cours on doit négocier la période prolonger d'examen et indiquer à nouveau nos besoins aux professeurs. *Cécité/Déficience visuelle; Collège, QC*

✎ Evaluation of exams and courses -- Certain teachers exhibit bias toward those who are slow or hard to teach. Yet they tell me I have proven knowledge of the subject. Also tests include questions that don't make sense or ask the question in a way that's hard to identify what's being asked or what's wanted for an answer. Confronting the instructors has proven useless. *Learning Disability, Mental Health Disability; College, SK*

C. Services to Students with Learning Disabilities

One aspect of service provision that has changed dramatically over the past ten years is the accommodation of students with learning disabilities. A large proportion of student respondents to the survey reported a learning disability. Success stories were less frequent in this area although at least one school had developed special expertise in the area and could

record its learning disabilities service unit as a most successful feature of accessibility at the institution:

☒ [The Centre] is our most successful service for students with learning disabilities. Its staff are very well trained, its funding is relatively stable and its range of services is comprehensive. *SP, University, Atlantic Canada*

More frequently, students received advice on their learning problems through a general learning support unit or a disability resource centre and both students and service providers tended to record this as a successful feature of accessibility:

☒ Our Learning Centre. This dept. has a lot of options to help students deal with their work load. *Learning Disability; College, ON*

☒ Learning Disability Resource Centre -- Without it I would be failing and doing poorly. *Learning Disability; College, ON*

However, service providers often admitted that providing services in this instance was a least successful feature of accessibility because resources and awareness were not firmly established:

☒ More understanding and clarity needed regarding accommodation for LD students. *SP, College, AB*

☒ Learning disabled students have been most difficult to serve - partly from awareness perspective and partly because no academic support program existed. If the pilot program established this year continues, this area will improve. *SP, University, MB*

☒ Lack of services/programs for students with learning disabilities - the campus offers a large adult basic education program. We tend to get mature students who were not successful in school generally because of some kind of learning disability/difficulty. There is inadequate support/in-service for instructors on strategies for teaching these students. *SP, College, BC*

In Quebec, where no financial resources are accorded for the accommodation of students with learning disabilities, the process of instituting appropriate programming has been ad hoc and in some instances is non-existent. While some service providers in Quebec have been more proactive in this regard, the difficulty of stretching resources to accommodate a potentially large clientele has doubtless limited the extent of these efforts:

☒ Aucune service n est mis en place actuellement pour les étudiants ayant des

troubles d'apprentissage. Le Ministère de l'éducation ne reconnaît pas cette déficience mais la reconnaissance sûrement viendra pour la prochaine année. Il faudra instituer services spécifiques. *SP, Université, QC*

At one Ontario college, a service provider reported that the process of advocacy on behalf of the student begins with admissions:

✎ We have an agreement with Admissions - when student has current documentation about a learning disability, counsellor verifies our assessment summary form. We meet with the chair of that program to discuss why candidate would be successful given appropriate accommodations (see attached). *SP, College, ON*

This appears to be a unique approach. The same college provides assessments, recommendations and equipment purchase services:

✎ Excellent assessments for students with learning disabilities are available through our centre. Recommendations are made for college success and accommodations. Equipment is purchased through the bursary for students with disabilities. Services provided by our centre. *SP, College, ON*

Assessment and advice on learning strategies are provided at many schools. This does not preclude, however, the necessity of documentation from an external source, often a costly procedure for those with learning disabilities. As service provider responses to questions on documentation attest (Appendix Two), students with learning disabilities are almost always required to provide documentation, sometimes of a very extensive nature. When documentation is insufficient, the student bears the cost and as might be anticipated this will be perceived as a less successful feature of accessibility:

✎ Communication between secondary school and university; had to be re-tested for learning disability in order to be recognized at university at my own expense. *Learning Disability; University, ON*

Learning disabilities are not homogeneous and thus the strategies that may work for some students will not work for all. Some students reported success with specific forms of software (although financing the purchase of software appears to be a problem for many students):

✎ Use of Language Master to support spelling disability. *Learning Disability; College, AB*

✎ Financial department lacks brains. I had to hand in 3 bursary application letters before they would buy a Franklin Spellchecker, which I use and will be using until I'm 100. *Learning Disability; College, ON*

Many students with learning disabilities do indicate that using voice-activation software is useful and consequently express frustration at their lack of access to machines with voice capabilities:

✎ Not enough computers with voice. *Learning Disability; University, QC*

Confusion about what software would assist students with learning disabilities is expressed by many students and at least one service provider.

✎ We have been looking into specialized software for students with learning disabilities and have not found a good one. We would like suggestions! We do not work with students on generic study skills software we have for all students. *SP, College, AB*

✎ I wish they had software available for LD students which could help enhance their basic skills, like writing, or improve reading skills and speed. I m thinking in particular of dyslexic students. *Learning Disability; University, ON*

Research exists in this area and clearly some students and service providers have found ways of approaching the problem. Some method for exchanging this kind of information is necessary. More difficult perhaps is the design of appropriate instruction strategies and the communication of these to the people who could use them.

✎ Learning Assistance Centre -- They provide tutors for those with learning disabilities. They take anyone with a high enough average or who takes the training session. I could be a tutor! Now does that make sense? I'm glad that I have bursary money. *Learning Disability; College, ON*

Some disciplinary areas appear to be more resistant than others to the inclusion of students with learning disabilities. The following two students make clear that vocational and technical training, which typically relies on practitioners to teach, constitutes a problem area for those with learning disabilities.

✎ In the technical area, instructors are people from the field they specialize in and have no knowledge of appropriate instruction or organization for lectures, or appropriate development for people with learning disabilities. *Learning Disability; College, SK*

✎ Dental and school staff are not very qualified to help students with learning disabilities. They are not used to teaching in a different way. They do not have the knowledge of learning disabilities. I feel they should be taught and it should be

essential to becoming a teacher. *Learning Disability; College, ON*

D. Adaptive Technology

Numerous respondents indicated that improvement in adaptive technology and its availability provides students with a valuable means of completing their work:

✎ Improvements in large print computers and utilization of PCs in general. Makes it easier for students with visual impairments to complete their studies. *Blind/Visually Impaired; University, ON*

Moreover, the ease of availability of adaptive technology can reduce the strain on other resources and give students independent means of resolving research and communication difficulties. As one student indicated, there are ways around the lack of adaptive equipment, but this can mean greater concentration of human resources:

✎ The lack of adaptive technology, specifically with regard to computers, is the least successful feature [of accessibility]. In fact, I don't think it exists at [The College] and my ability to succeed was dependent on resourceful staff. *Blind/Visually impaired; College, MB*

Centralized access to a range of adaptive technology was often cited as a successful feature of access. Whether in a stand-alone centre, housed in the library or in a service office for students with disabilities, the concentration of equipment in one place was seen as a benefit, particularly when it was located in a physically accessible place.

✎ Computer accessibility -- Special computers for students with disabilities in a separate room, easy to access. *Deaf/Hard of hearing; College, ON*

✎ Special Needs Services -- New section of college, very accessible, bright, wide. Great selection of equipment to help students. *Blind/Visually impaired; College, ON*

✎ The Adaptive Technology Room allows visually impaired students to read in comfort. *Blind/Visually impaired, Mobility impaired; University, Atlantic Canada*

As noted in Chapter Two, students who are blind or visually impaired appear to use adaptive technology most frequently and have need of other services such as alternative format texts. The provision of alternative texts on tape, braille or large print format is one area where severe limitations appear to exist. Only one service provider, for instance, indicated that availability of books on tape was an area of success for the institution:

☞ Talking book production in-house; easy access to services - large volunteer staff.
SP, University, BC

Most students who had access to alternative format texts often had to wait while these had been ordered through another institution or through a production service. Sharing of resources appears to be the norm in this instance judging from service provider and student responses to questions about text-book access (Appendix Two). This often means delays and difficulties for many students:

☞ Getting talking books is very problematic. The staff I have dealt with in this process are, however, very helpful. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

☞ Large print/tape books -- not available at [my University]; through [other University] only. *Blind/Visually impaired; University, BC*

Moreover, more students with learning disabilities are finding books on tape to be useful learning aids, although many are unaware of the benefit books in this format might provide:

☞ There is no general knowledge of services available to students. Maybe a list of services, equipment, policies and procedures for students. I've been at [The College] for five years and just found out about talking books. *Mobility impaired, Learning Disability; College, BC*

Alternative format availability is important in relation to adaptive technology because the range of services offered through an adaptive technology centre can include software for (limited) production of alternative format material as well as other specialized software. The need for access to this software is probably driven to some extent by problems in accessing alternative format material.

Linked services, such as access to alternative format materials, are often provided in a library or in a separate area and this received mention as a successful aspect of service provision. One student commented on the fact that certain alternative format services and adaptive equipment were grouped together under "reader" services and that this provided a comprehensive range of accessible services:

☞ Special Readers Services -- Program which puts texts and other reading materials into accessible formats. This service also provides access to computers that have special features to help people with disabilities write papers, etc. Example: voice input, adjustable desks, large screens, voice output, etc. *Mobility impaired; University, ON*

Students were less happy with service offices that did not provide comprehensive services or

concentrated on some needs while failing to address others adequately:

✎ The Learning Assistance Centre needs improvement. They seem to cater to intellectual disabilities while services for some physical disabilities are left sorely lacking. They have one raised computer desk, a large print screen and other services for visually impaired. *Mobility impaired; University, ON*

An adaptive technology centre, because it will attract a variety of students with different learning needs, can also provide a focal point of interaction for students with disabilities. A student and a service provider remarked on this valuable aspect of the concentration of services within one centre:

✎ Adaptive technology centre: a place to talk with other disabled students; easy access to e-mail and a microwave. *Mobility impaired; University, AB*

✎ Technology Centre -state of the art equipment/computer lab/professional support and training. Also acts as meeting place/self-help, peer support environment for students. Feasible loan policy for portable equipment. *SP, University, QC*

The provision of accessible terminals and other services in general-use computer labs are also valued as features of accessibility. Students mentioned these, and the necessity of Internet access more specifically, as valuable features of access. Concomitantly, lack of access to general computer service is seen as a limitation:

✎ Our computer labs and Internet setup -- There are lots of computers with Internet access open to all. There are also computers reserved for people with disabilities. Some have large screens, etc. *Learning Disability; University, ON*

✎ Computers available on a limited basis. Often there is a wait to use them. *Learning Disability; College, SK*

✎ Adaptive technology is only in place on Services for Students with Disabilities computers. *Mobility impaired; College, ON*

Without provision of training on adaptive equipment and software, such aids may remain unused. Training and assistance are crucial if the equipment is to be used to its fullest potential. Students who were blind or visually impaired frequently mentioned this as an aspect of successful service provision:

✎ Adaptive technology rooms in [Library] -- Provides all the equipment I need in one location; It's quiet; Personnel on staff during business hours to assist specifically

those in the lab. *Blind/Visually impaired, Short-term memory problems; University, ON*

✎ Adapted equipment and training for it. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

Service providers also recognized the importance of training, and were also mindful of the specific needs that students will have and the consequent utility of services focused on assessment and advice. Students need direction to determine what resources on campus are available to them and increasingly wish to purchase software or equipment that they can use off-campus. Providing some direction for those who need it is a successful feature of service provision:

✎ Adaptive Technology Resource Centre - state-of-the-art hardware and software trainers and technical experts, offers equipment assessment, assistance with selecting/purchasing, training in use. *SP, University, ON*

✎ Assistive computer technology service fully equipped lab, in library, assessment and training services, partially cost recovery. *SP, College, AB*

✎ Innovative services and training: access to technology and training provided on technology; alternate format training; access to captioning. *SP, University, BC*

✎ Access to computers and technology -- Disabled student services establishes what the person's needs are and tries to find appropriate technology to help them. *Mobility impaired, Speech impaired, Learning Disability; University, QC*

✎ The head of Special Services has been extremely helpful in getting a computer with special features to help with my limitations. *Mobility impaired, Medical Disability; University, ON*

Provision of adaptive technology is costly and often institutions must make compromises in terms of its availability. The concentration of such resources in one centre may mean that an outlying campus is unable to provide certain services:

✎ As a smaller, regional campus we do not have equal access to resources that the larger campus does. i.e. scanner, etc. *SP, College, BC*

Sharing of resources between campuses and institutions, while an ideal solution in theory, is dependent on the ease of transferability of the resources in question or the students who need to use them. The size of a campus or institution is not a guarantee that students will find

adequate resources. Some students were aware that lack of adequate resources in this area was a consequence not just of lack of funding but of lack of commitment to resolving issues of accessibility. In some instances students reported that they were not encouraged to gain access to limited resources:

✎ The accessible adaptive technology lab is underfunded and in need of new equipment. Money had to be sought from the student body but will not satisfy immediate needs because of no commitment from central administration. *Mobility impaired; University, ON*

✎ Inadequate computer technology. There is a total of three stand-alone computer systems for students with disabilities which have older adaptive software and have no Internet access, which is available only during office hours with no training offered. There is no campus-wide initiative to make computer labs accessible what so ever. *Blind/Visually impaired; University, QC*

✎ I found at [The University] there is a waiting period for laptop computers. I need one but wasn't offered a chance to be on the list. *Multiple Disabilities; University, ON*

One way in which access to adaptive technology is being addressed is through provincial governments' allocations directed at institutions and bursary and grants programs directed at students. Unfortunately, the availability of such funds varies from province to province. A positive report from service providers in Quebec and British Columbia is balanced by a negative one from a student in one of the Atlantic provinces:

✎ Soutien informatiques. Les développements ont permis l'acquisition de matériel qui facilitent le travail scolaire des étudiants. Les développements sont récents et ont été possible grâce à des subventions du Ministère de l'éducation. *SP, Université, QC*

✎ Specialized equipment, books, etc. provided by a provincially coordinated service so that it isn't too burdensome on individual institutions (financially). Also, better for student - more current technology available. *SP, College, BC*

✎ Equipment -- As a result of cost, the Special Needs Office does not offer all the facilities that I had access to at my last [University in] Ontario. This is because the Ontario government provides universities with funds for these services, unlike [this province]. *Learning Disability; University, Atlantic Canada*

Students in several provinces have access to funds for equipment purchase but there are limitations on these. Students may be eligible for funds through Vocational Rehabilitation Services (note: program has recently been revamped, and is now called Employment

Assistance for People with Disabilities - EAPD) but are not uniformly successful in getting access. Special Opportunity Grants and bursaries for students with disabilities, available in certain provinces, are open to a wider range of students but also come with some restrictions and as noted in Chapter 2, comparatively few respondents had accessed grants programs for students with disabilities in Ontario and Alberta. Problems with such funds are frequently mentioned as less successful features of accessibility:

✂ L'équipement à la bibliothèque. Pas de décodeur. Il n'y a pas d'aide financière (même si je suis sourde sévère, le fédéral ne me considère plus handicapée même si je l'ai été pendant 1 ans à l'âge de 8 ans. J'ai maintenant 19 ans). *Surdité/Personne malentendante; Cégep, QC*

✂ VRDP was the worst program. I required a computer, scanner, printer. They dragged it out for four semesters, then told me that because I was almost done with my schooling, there was no point in providing me with the equipment. When I told them I still had more time, they sent me a thick form that was essentially a "treasure hunt" of names and addresses to be returned by the day it arrived. **Never again.** *Blind/Visually impaired, Dyslexia; College, AB*

✂ Funds I am given for students with disabilities could not be spent as I wished. I was unable to use it to take a computer class or get a laptop. *Learning Disability; College, AB*

Some service providers evince a commitment to aiding students in sorting through the range of programs for which they may be eligible in terms of financing the purchase of equipment for individual use, and students are appreciative of these efforts and award praise even when the effort fails:

✂ They still helped even though my funding [request] was not accepted. *Learning Disability; College, AB*

Significantly, only in Quebec did students indicate that they felt provincial funding programs were a successful feature of accessibility:

✂ L'aide financière est relativement bonne grâce à l'implication du Ministère de l'éducation. *Déficiences motrices; Université, QC*

E. Academic Assistance: Note Takers

Specific programs of learning or academic support are frequently mentioned by students as successful facets of accessibility, and somewhat less often by service providers. The range of services covered by this term is wide but for the most part student comments concentrated on

note taking services. Along with exam accommodation, this appears to be one service area where most students have had some experience. The majority of student respondents evaluated note taking services as good or excellent. Many also reported that this was a successful and essential feature of accessibility at their institutions:

✎ Education Accessibility. Without this service, I wouldn't be able to attend college, either night courses or during the day. Having my books on tape, oral exams and tests, and a note taker allow me to succeed with independence both in class and out. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

✎ The Learning Centre offers a full range of service to students with disabilities of all kinds. I haven't heard any complaints about their services. Personally, I would not be able to complete my studies successfully without the note-taking and test accommodation services. *Other-Agility; College, ON*

While students had some very positive things to say about note taking services, some also had problems accessing the service and recorded this as a less successful aspect of accessibility.

✎ I had to go to an adviser first to get authorized. Took sheet and my schedule to PLT. This department doesn't seem to have a list of note takers handy, so therefore I was 2-4 weeks into the semester before I was assigned a note taker. Because of my disability I usually only take one or two subjects a semester to try to get my credit. This is going to take awhile at this rate, but I'm getting there. It just seems that each semester when I sign up again, it always takes so long to get everything in place. *Learning Disability; College, ON*

Given the prevalence of their use and the strong demand for such a service, it is perhaps not surprising that bottlenecks occur in obtaining note takers. In response to questions about this and other learning support services (Appendix Three), students provided some additional details. Only two students indicated any success in obtaining lecture notes from an instructor (although providing notes in this way might alleviate some of the need for an extensive network of note takers). Several students also indicated that they recruited their own note takers in class or borrowed notes from others for photocopying, but the desire to be independent in this respect was also apparent. One student recorded as a least successful aspect of accessibility the need for a laptop computer as a way around the problem of recruiting note takers:

✎ In class note taking, need more laptops. Now I have to try to arrange it myself or just try to get notes down. Other students don't always want to wait while you take their notes to photocopy. *Deaf/Hard of hearing, Learning Disability; University, BC.*

Note takers are not always volunteers. Some students are able to access bursary funds to pay

for such services and some institutions do appear to provide paid note takers and tutors. But it appears that most are volunteers or in-class recruits. Some students who were dissatisfied indicated that volunteer/student note takers were not always helpful and that the system of recruiting volunteers for the task resulted in uneven quality.

✎ Having a note taker has been very helpful at times - I can't concentrate for very long continuously - but the quality of the helper is luck of the draw. A couple of them have been nasty, which means no note taker for me. A couple were excellent, others were okay. *Medical Disability, Other-Chronic Fatigue, Fibromyalgia; University, BC*

✎ Student note takers are rather impractical. Approximately fifty percent of them are useless, while those that are not may only select information that they think is important -- not what you might think important. *Multiple Disabilities; University, ON*

✎ Special Needs -- They use peers for everything (tutors, note takers, readers). They do not allow me to decide what I need. They do not allow me to deal with my bursary the way that is needed (i.e. paid tutors, readers). *Learning Disability; College, ON*

Note-taking services are quite common and most service providers rate the service as good or excellent. No service providers rated such services as poor. Only a few mentioned this as an area of success, however, and none specifically cited problems with such programs as a less successful feature of accessibility. One service provider cited the "volunteer program" as a problem but whether this refers to recruitment of volunteers or the way in which they may be used is unclear.

Tutoring and peer tutoring was somewhat more frequently mentioned by service providers as a successful feature of accessibility, and students also occasionally ranked this as a successful service. Peer tutors are more likely to be recruited on the basis of familiarity with a specific subject area. One service provider indicated that training in this area was available and another that the success of a peer tutor program was due to the fact that the program was administered.

✎ Volunteers are trained and used as peer tutors for students with L.D. *University, Atlantic Canada*

✎ Peer tutor - because we have staff persons to administer funds, and because it is a recognized service. *College, AB*

Note takers and peer tutors (paid or volunteer) are regarded most frequently as providing a service that constitutes a successful feature of accessibility. Whether more systematic recruitment, training or assessment would result in a more successful "better" service is not apparent from the comments. Service providers and students need to examine this service

together and to define what a better practice might be.

F. Physical Access

Features of physical access were frequently cited by students and service providers as most and least successful aspects of campus accessibility. Physical access covers a host of features and here no strong themes emerge. The wide variety of locales (urban and rural, hilly and flat), climatic conditions (harsh and mild), number and age of buildings, along with the size of the population served mean that idiosyncratic problems of physical access exist at almost every institution.

Service providers at small and large institutions report different kinds of successes:

☞ Physical accessibility of the campus enhanced by the Access Fund. This fund, cost-shared between university administration and the student government, provides \$100,000 dedicated to improving physical access to the campus each year - tunnels and general campus accessibility. *SP, University, ON*

☞ Physical accessibility. As a whole, our university is quite accessible for wheelchairs and/or scooters. We have designed special writing tablets in larger lecture theatres for students who use a wheelchair or scooter. *SP, University, SK*

The establishment of a dedicated access fund, especially one that involves both the general student population and administrators, signals an important commitment. But on a large campus where new elevators or redesigned entranceways may be necessary, large amounts of money will be eaten up very quickly. Large institutions with older buildings often have very severe access problems. As one student from a large institution reports:

☞ Physical access to buildings inside and outside [is the least successful feature of campus accessibility]. Access is a patchwork effort put forward by the university. Certain areas are accessible, others are not. Elevators are hard to find, if one exists in a building often they only go to certain floors and not others. Entrances that are accessible are at the rear of buildings. Ramps are steep and isolated. There are no emergency buttons for disabled persons in "accessible" washrooms. Snow removal is dreadful. *Mobility impaired; University, ON*

At smaller institutions where barriers to movement may constitute less of a problem, other problems of access are likely to be present. For students who are deaf or hard of hearing, the lack of TDD/TTY devices constitutes a physical access problem.

☞ Les services ATS, on n'en avait pas beaucoup de services dans mon collège

régulier, mais la seule service est au [Cégep...]. Il y en avait un ATS publique. mon école, je n'en ai pas. J'oblige d'avertir par mon interprète pour appeler quelque chose ou quelqu'un. *Surdité/Personne malentendante; Cégep, QC*

One aspect of life at post-secondary institutions that students with mobility impairments are often physically excluded from is cultural and social life; and because the locales of cultural and social life (pubs, theatres, lounges) are seen as inessential to the educational enterprise they may not receive the attention of administrative planners. However full integration involves all aspects of life at the post-secondary institution as students note.

✂ Student Union Building, Movie Theatre -- Because the elevator is not large enough to accommodate my wheelchair, I can't attend movies. *Mobility impaired; University, BC*

✂ The installation of an elevator to make athletic areas, student lounges and the pub wheelchair accessible have led to a better integration of disabled students into mainstream college society. *Mobility impaired; University, ON*

Yet another area from which students with mobility impairments are often excluded is on-campus residences. Only two service providers indicated that this was a successful feature of campus access at their institutions, while neither students nor service providers commented on residences in detailing the least successful features.

✂ 24-hour Attendant Services Program in residence - program is unique in Canada, allowing students with high levels of care to access university education. *SP, University, ON*

✂ Certain Residence Buildings. *SP, University, ON*

Physical access problems are both common and uncommon. While we have attempted to measure and report on common problems, the variability of the settings in which they occur make it difficult to generalize about what common solutions or better practices might mean. Attentiveness to what the full range of campus life entails and how all students could be safely and fully integrated within it is a challenge that few institutions have met.

G. The Environment

Service providers and students with disabilities work within a system that many students assume is largely indifferent to issues of accessibility. As many students observe, problems of access reflect a lack of funds and a lack of commitment and these are the real failures of campus accessibility.

✎ Commitment from senior administration for the funds needed to provide more tutoring, computers, learning specialists for students with disabilities. *Learning Disability; University, MB*

✎ Financing -- As a result of budget problems and cost, the Special Needs Office receives little support in this area. Our Counsellor works from her own personal budget to ensure students get what they need. *Learning Disability; University, Atlantic Canada*

Yet at other institutions, students and many service providers acknowledge that some action at the level of senior administration is apparent.

✎ Policy of administration to encourage people with disabilities to attend. Because this really shows support by the school. *Blind/Visually Impaired; University, ON*

✎ Special funding allocated year by year to meet special needs. *SP, College, SK*

✎ This university is a small one, and therefore generates more easily a cooperative atmosphere (faculty, administration, students). Also, the President himself is an advocate of accessibility and this filters down. *SP, University, Atlantic Canada*

Senior level commitment does not, however, erase funding problems:

✎ Differential levels of awareness, knowledge and commitment to the principles of an accessible learning environment - although strong senior level support - still operating with diminished human and financial resources regarding ability to provide top of the line services. *SP, University, AB*

For many students with disabilities, the difficulty of challenging the system which they feel marginalizes questions of accessibility looms large. Many feel they lack the skills to advocate for themselves or that they need to have greater connection with students in similar circumstances. They often look to disability resource people for assistance in this regard.

✎ [The Centre] encourages students to advocate for themselves. Personally, I do. However there are no seminars or courses on self-advocacy and there are students who are uncomfortable advocating for themselves. Teaching students to advocate would be better than simply stating, "Be your own advocate." *Other-Loss of fine motor control; University, BC*

✎ The lack of specific support group, supported by the Centre for Special Services. It is nice to know you are not alone and to share strategies that work for one but

maybe not for another. *Learning Disability; University, ON*

Still other institutions have established disability student groups and this provides a forum for exchanging information and the possibility of speaking to faculty and administration with a group voice.

☞ [The University] has a student organization which is active in disability issues and is quite successful. *Mobility impaired; University, Atlantic Canada*

At the same time, many institutions cannot support a disability student group because the constituency is too small or too scattered. College and Cégep respondents to this survey were much less likely than University students to have access to this form of organization. One organization which is more common in Colleges, Cégeps and Universities is the general student organization to which all students should have access. Unfortunately, student respondents to this survey saw very little that was of value in the general students organizations on campus, and those who commented on them generally grouped them as least successful facets of campus accessibility.

☞ The Student Union does not stimulate student life enough, and really does very little. *Blind/Visually impaired; University, BC*

☞ The major thing to be done is policy development so that all professors allow all students a fair and equal education. There is no such thing as a disabled student coordinator. This position was deemed unnecessary. In my opinion, it is necessary. The student union was supposed to maintain a disabled student committee, but they have not and so these very important issues are left unaddressed. *Mobility impaired; University, ON*

☞ Students Association -- They are more concerned with giving themselves raises and they would rather improve the bar than put money towards our education. We are here to learn, not to drink. *Learning Disability; College, AB*

Lack of supportive policy with respect to accommodations and services for students with disabilities requires some measure of involvement on the part service providers and students if the idea of access is to be integrated within the post-secondary environment. This necessitates a wider representative structure such as a disability students organization or a general student organization that is inclusive. As one student noted with respect to the most successful feature of access at her/his institution:

☞ [L'université] a un esprit militantisme, contestataire. C'est important. *Cécité/Déficience visuelle; Université, QC*

Conclusion: Recommendations for Best Practices

♫ Disability service provision must be fully supported by post-secondary institutions and governments with sufficient financial and human resources to meet student needs. Accessible post-secondary education begins with a commitment of funding through enhanced federal transfer payments, an allocation of funding to colleges and universities from provincial governments, and a commitment by individual schools to support and enhance physical access and services and accommodations for all students with disabilities.

♫ Among this group of respondents accessibility appears to be very important when considering which post-secondary institution to attend, but it is clear that the academic programs offered at an institution were of greater importance in general. Meeting the academic objectives of the disabled student population in Canada requires as wide a network as possible of accessible post-secondary institutions, and adequate funding to meet the needs of these students.

♫ Students with disabilities need to have access to services and programs that may not be available to them in their home province. These students must be able to receive the best and most appropriate education regardless of their geographic location. Therefore, supports to students should be fully portable and students should retain the right to move from one province to another in order to obtain an education.

♫ The rates at which respondents to this survey had accessed publicly-funded, provincial bursary programs directed at students with disabilities varied considerably from one province to the next. Students in some provinces may not be making full use of such programs and may, in fact, need to be made aware of their existence and the rules for accessing such funds. Uneven access to public funds across provinces needs to be avoided at all costs in order to ensure that all students with disabilities have as wide a range of choices in terms of post-secondary education as do students without disabilities. While many disability service providers who responded to this survey indicate that they try to assist students in accessing funds for which they are eligible, it should not be the sole responsibility of a disability service provider to communicate this information to students. Institutional staff whose primary responsibilities include providing information on financial aid must be capable, at the very least, of providing information on government-funded aid programs for students with disabilities. They should be able to answer students' questions, or direct them to sources where they can obtain the necessary information. Governments, for their part, should strive to simplify the language they use in describing their programs, and make this information available in print and through provincial government web sites, as well as in alternate formats. While these issues are complex and in many instances involve provincial/federal cooperation, there needs to be a concerted effort to make provincial programs more uniform in terms of what they fund and to whom they provide funds.

☞ Other evidence from survey respondents suggests that eligibility criteria for funding may prevent certain students from using funds to purchase equipment or services they deem necessary for a variety of reasons. Students with learning disabilities, in particular, should be targeted with information on financial aid programs, since they often have difficulties finding support for their studies.

☞ Sign language/oral interpretation, material in alternate formats, attendant care and provision of technology are just some of the supports that many post-secondary students with disabilities rely on in order to reach their academic potential. These supports can be costly, and publicly-funded aid programs, in many cases, do provide specific envelopes of funding earmarked for these services. However, many funding programs place definitive ceilings on the amount of funding provided to students per term, without regard for specific situations. Each student is different, and a student may require one support, or a combination of them, for which the cost may exceed the allotted amount of money for the number of courses he/she may choose to take. For example, one student may need both sign language interpretation and note-taking supports for more than one course per term, while another student may need brailled textbooks for two courses, and note-taking assistance for another course. The examples and situations are endless. What we recommend is a more flexible funding system, one that recognizes that each program of study has unique demands, requiring different forms of support, depending on the individual student. Specific support funding of this kind needs to be flexible enough to mirror the actual realities that students face, and should not be based on presumed needs and a calculation of average costs.

☞ Responses to questions asking students to rate features of accessibility elicited a high rate of non-response. Clearly, some students were unprepared to answer questions about services and facilities that they would not use, but many students indicated that they were unaware of the availability of certain supports/services that they *would* use. Often they were uncertain about how to access services or programs that might be useful to them. A gap exists in terms of awareness of what aids to accessibility are available. Students need more and better information on the aids and services they may need to complete their studies. Post-secondary institutions cannot merely react to requests but must be actively advertising the services/supports they provide to students with disabilities.

☞ Many students indicated that they had learned about disability service provision at their institution from information provided with their admissions package. Yet not all service provider respondents to this survey were able to supply literature about disability-related services, and it is uncertain whether all students receive such information even at the point of admission. While communicating information to either a prospective or current student about the full range of programs and services available to them, an institution should be providing specific details about any specialized services/supports that are available to students with disabilities. Such information should be included with course calendars/catalogues, acceptance packages, Internet web sites, and any other means an institution uses to inform students. It

should also be made available to relevant community service providers, and those at other educational institutions to ensure the widest coverage possible. By making these details as widely available as possible, students are not obligated to self-identify themselves before receiving information. Moreover, an institution should strive to provide any/all forms of such communications in alternate and/or accessible formats, so that students with disabilities may inform themselves without the assistance of someone else. In the case of information provided on web sites in particular, every attempt should be made to conform to guidelines of universal accessibility. Information should be easy to find, and should not require a time-consuming search. Institutions should provide complete details about: 1) the types of services/supports available to students with disabilities on campus; 2) the eligibility criteria for each type of service/support available; and 3) information on who to contact, and where to go if the student would like further details. Such knowledge may aid a student in making educated decisions about where they will ultimately pursue their course of study. Where available, students should also be directed to any pertinent documentation that speaks to their rights as students with disabilities at the institution.

☞ Many service providers indicated that they had good safety, emergency and evacuation policies and procedures in place. However, student respondents to the survey were, for the most part, largely unaware of such policies. As part of an overall orientation to services available to students with disabilities, a detailed explanation of safety, emergency and evacuation procedures is necessary to ensure the safety of students with disabilities.

☞ Disability service provision needs to address the range of disability needs -- physical, health and learning related. Fewer participating institutional respondents indicated that they could accommodate those who are deaf/hard of hearing, and those who have medical and mental health disabilities at their institutions than indicated they could accommodate students with other types of disability. Yet neither the potential costs or service requirements would seem to justify the failure to accommodate in these instances. Whatever the reasons for this, we feel it is important that all institutions should be fully inclusive and accommodating. Institutions should be working towards recognition of all students with disabilities, regardless of the numbers of students being served.

☞ Past or current enrolment trends of students with disabilities should not guide the degree to which an institution will commit itself to adopting accessibility as a priority on its one or more campuses. Students should not be discouraged from attending an institution of their choice based on the lack of accessibility features and services. All post-secondary institutions should be constantly reviewing and updating their policies and attempting to improve the level of accessibility on their campus(es) (in consultation with students themselves), both in order to attract new students, and to keep current ones. Institutions have much to learn from each other and national-level organizations, such as the Association of Universities and Colleges of Canada (AUCC), and the Association of Canadian Community Colleges (ACCC) could provide their members with mechanisms for discussing the issues and exchanging relevant information. The Canadian Association of Disability Service Providers in Post-

secondary Education (CADSPPE), and the National Educational Association of Disabled Students (NEADS) are invaluable resources in this regard.

☞ There is no doubt that, among other things, documentation of disability from a relevant specialist does serve as a key assessment tool in deciding what accommodations might be most useful for students. There are, however, legitimate reasons why a student may not possess up-to-date documentation, not the least of which is the cost of being tested/retested and the lack of available facilities to be tested/retested in close proximity. The out-right refusal of service because of dated documentation falls outside the spirit of supporting students with disabilities, and exercising a less rigid approach in such cases would be helpful. Students and service providers need to work together to advocate for better access to testing. Providing on campus testing, or sharing such a service that may exist at a nearby institution would at least be a step in addressing this problem. Equally important, government agencies providing funding to institutions need to be made aware of the reality that students with disabilities face. At a minimum, provincial health-care plans should make some provision for assistance to persons seeking diagnosis and attestation of disability for the purpose of pursuing post-secondary education.

☞ Institutions in Quebec are not provided with funds from the Minister of Education for the accommodation of students with learning disabilities. Many service providers attempt to extend services to include students with learning disabilities nonetheless, and many remain hopeful that this oversight will be addressed. Students with learning disabilities themselves need to be heard, and they are encouraged to join in the work of both the provincial affiliate group for students with disabilities (Association québécoise des étudiants handicapés au post-secondaire - AQEHPS), and the National Educational Association of Disabled Students (NEADS), as they advocate for recognition of, and full support for, students with learning disabilities in Quebec. There is also an important role with regard to issues such as this for the Canadian Association of Disability Service Providers in Post-secondary Education (CADSPPE).

☞ Students value the role that disability service providers often play in the context of ensuring accessibility. While disability service providers may work within the framework of other offices or perform other tasks depending on the size of their constituency, ideally they provide a valuable integrative function, working to ensure that accessibility extends beyond the doors of their office. In educating the campus community, providing assessment and advice, and advocating accessibility in a variety of contexts, disability service providers are critical to the establishment of an accessible environment. It is not, however, the sole responsibility of one department or individual to advocate for, and commit to accessibility. Rather, efforts should be made to ensure that the entire campus community, from the student union president to the staff at the physical plant, plays a role. Issues of access for students with disabilities are the responsibility of everyone in the community, not a select few.

One aspect of disability service provision that the majority of students with disabilities rely on is access to academic accommodations. Extended time for exams, in particular, was of critical importance to our student respondents. While less frequently mentioned by respondents, the provision of exams in alternate format is also a critical facet of accommodation and students should not be charged for services related to the provision of exams or tests in alternate format or at alternate times. Individually-based assessments of extended time that can take into account specific disability-related needs and feedback from instructors are preferred over standard formulas. Students, however, should be made aware of what criteria are used to assess time needs prior to the administration of an exam. Students should not be made to feel that decisions have been made arbitrarily without reference to their specific needs, and there should be an environment that fosters frank discussion at all times.

Academic accommodations policies according to our service-provider respondents generally are aimed at guaranteeing a fair process of evaluation in exams and often assignments. Students, however, seem less satisfied with other forms of accommodation such as program changes or alterations in time limits on program completion. These aspects of student need should be recognised and incorporated into policy, taking into account problems of a disability-specific nature.

Academic accommodation should also include provision for the timely delivery of academic materials in suitable alternate formats to students who require them. This involves both in-class (textbooks, hand-outs, and overheads, as examples) and out-of-class (library research, for example) material that supports students' learning and research efforts. In many cases, this involves the cooperation of faculty who decide what textbooks will be used in courses. Students also have a responsibility to articulate their needs to individual instructors. A student with a disability should at no time, however, be left in poor academic standing because of the lack of availability, or the late delivery of academic material in a suitable alternate format.

Faculty are increasingly becoming aware of the needs of students with disabilities, as the numbers of these students increase in all programs of study. However, many still resist the need to accommodate and do not act in ways that aid the process of learning for students with disabilities. Professors and departmental committees need to understand the consequences for students who use alternate format material of waiting until the last minute to assign instructors or choose a textbook or reading materials for a course. There is still, moreover, a need to sensitize professors to the existence of "invisible disabilities," which are unfortunately still not totally understood or widely recognized. Colleges and universities should provide training on diversity issues, that includes disability awareness, to all staff. Additionally, service providers and student organizers can broaden contact by providing disability awareness training at departmental and faculty meetings, as well as within the meetings of the wider governing bodies of the institution. Because the majority of students with disabilities do come in contact with their instructors more often than they do other staff on campus, it is

necessary that everything be done to break down attitudinal barriers, and to facilitate the best atmosphere possible for both parties.

👉 Students with learning disabilities are a growing category of students at the post-secondary level. At least one service provider respondent indicated that his/her institution specializes in providing services to students with learning disabilities. Another service provider reported a program of advocacy for students with learning disabilities that begins at the point of application for admissions. Many students with learning disabilities receive services through learning support service centres and disability service offices, but some service providers are still in doubt about what the best strategies will be in assisting such students. Instructional strategies that address the needs of students with learning disabilities need to be more broadly taught through in-service programs. While faculty members in all disciplines are sometimes resistant to the notion that they need to alter their teaching style, the experience of some of our student respondents suggests that those who teach in vocational programs may need particular attention, because these instructors often have little formal training in teaching to begin with.

👉 Students with learning disabilities and service providers would benefit from exchange of information on software with those who have been using and studying its effectiveness. Some students with learning disabilities have found software products that work for them but have trouble accessing funds for purchase. Disability-related need in this instance should not be treated differently from other recognised needs. Programs for the purchase of adaptive equipment must be open to students with learning disabilities, and mechanisms for exchanging information on the software appropriate for students with varying types of learning disability should be developed by service providers and other relevant personnel.

👉 Adaptive technology is widely used by student respondents to this survey. Most student respondents expressed a preference for some form of centralized provision of adaptive technology but did not wish to have their needs ghettoized in consequence. An adaptive technology centre that is close to, housed within, or otherwise linked to other facilities (library, alternative format services) and that provides training in the use of technology and software is one aspect of ideal service provision in this instance. If, on the other hand, services such as these are housed within an office that only allows access during regular business hours, students will be less satisfied. Students with disabilities also want to see adaptive technology and physically accessible terminals included in general use computer labs, where extended hours of access and convenient location are more often the norm. To this end, obtaining site licenses for specialized forms of software as well as placing equipment in labs where it is most needed would make sense.

👉 Given the dramatically increasing student use of on-campus computer technology and the demand for Internet access, institutions need to identify and direct members of their information systems/computer services staff to understand how adaptive technologies interact

with the computer systems available to all students on campus. Since the mandate of any service provision office is not exclusively that of providing computer support, it is important to recognize where expertise lies, and to pool resources so that students with disabilities can have the same access to the Internet and other technologies as everyone else. Moreover, those responsible for making campus-wide computing decisions need to be sensitized to the need to make educated choices in the selection of software that is accessible to all students. Incorporating accessibility for students with disabilities within any campus-wide computer implementation strategy is also crucial.

✎ Expense of provision and speed of improvements in the area of computer technology mean additional funding is necessary at the institutional and the individual level. Provinces vary widely in their commitment to providing for such needs, but students, service providers and senior administrators need to look closely at how equipment acquisition is handled and whether it truly serves the needs of all students. Students with disabilities need to be a part of any consultative processes to review the need for, and purchase of specialized equipment, as they will ultimately be the end users.

✎ In terms of learning support services, according to our research students frequently have access to and use the services of a note taker. Programs are not always centrally administered and students are sometimes left to recruit their own note takers in class. The use of volunteers and recruits sometimes results in poor quality service that leaves students feeling frustrated. Students and service providers need to cooperate in assessing the utility of such services and whether training, wider recruitment strategies, or other factors might improve service.

✎ Establishing the physical accessibility of campuses is an evolving and incomplete project. Few rules can be specified, but planning and greater consultation with students and other partners can prevent problems of oversight, especially in the case of renovations to existing buildings or the construction of new ones. A number of features of accessibility such as accessible residence buildings, public telephones that are wheelchair accessible and equipped for the use of those who are deaf/hard of hearing, accessible food services and others, are still not widely established and should be a focus of everyone's concern. It is also apparent from student comments that many classrooms are not yet barrier-free and not all students have access to classroom relocation services. This should be an issue that students can raise within the classroom itself. Clearly, all schools should have a definite plan in place with appropriate funding allocated to improve physical accessibility with set times for the completion of projects. In this regard, the establishment and maintenance of accessibility committees with disabled student representation is vitally important.

✎ Organized action to ensure representation and integration of accessibility within all aspects of campus life is necessary. Students with disabilities need to be encouraged and supported in their attempts to organize themselves but also to make greater use of the resources that wider student organizations can supply. Campus-based student councils, unions or student societies

are in an excellent position to provide the support to ensure that all campus facilities and activities are made accessible and inclusive of students with disabilities. National student organizations like the Canadian Federation of Students, a partner in this project, also provide a wider forum for raising the issue of accessibility.

Appendix One: A Methodology for Best Practices Evaluation

This discussion details the factors and rationale underlying the main research decisions and procedures followed in the current project. A series of background factors and methodological issues have represented important guidelines for and influences on key decisions regarding all stages of research design, for instance, the development of two standardized questionnaires, with accompanying open-ended questions to provide in-depth information, as well as the specification of target populations, and data collection and management procedures.

It is useful to outline the context of the current project, within the broader history and traditions of program evaluation, as well as within the more recent developments and increasing popularities of the Best Practices and partnership-driven evaluation models. This included an ongoing process of partner consultation to develop evaluation criteria and data collection protocols. These contexts and trends have provided central guidelines and rationale for the development of a methodology oriented to Best Practices evaluation for the current project. For instance, the requirements of Best Practices models are supported by the survey of both service providers and students, as well as the consideration of both quantitative and qualitative responses. The inclusion of these multiple measures provides highly detailed information on programs and practices, and supports the assessment of, for instance, the viability of importing them to different institutional settings.

The current approach is to survey Best Practices, with an exploratory focus, rather than to, for instance, ensure as representative a sample as possible. On the other hand, the use of standardized data collection methods such as semi-structured questionnaires provides the capacity for alternate, aggregate comparisons. This attempt to gather as many varied opinions and perspectives as possible, hopefully supports the reliability and validity of the findings, and makes the results more trustworthy.

A. Evaluation and the Best Practices model

Bramley (1996) identifies an important type of evaluation research, pre-program evaluation, in which a program is assessed prior to being implemented - as opposed to during or after implementation. Pre-program evaluation focuses on such issues as program viability, required resources and potential side-effects prior to implementation, and therefore represents a significant means of guiding management decision-making. An important and widely-used pre-program evaluation approach is the best practices model. While best practices models have taken many forms, the common feature is the identification and importation of alternate, better practices from other organizations or divisions within organizations.

As a result, many suggest the term 'better practices' is more precise, since the main prerequisite for a best practice is that it be better than the current practice. The term best practices was conventionalized initially through the rise in popularity in the 1980s of awards given to what award agencies have deemed a best practice among organizations or divisions within organizations.

Keehley et al (1997) note that, though much has been written on the subject, there is little agreement as to how to define best practices (p.19). They identify three common ways of defining best practices:

- 1) a best practice is anything better than your current practice - as they argue, best practice may be popular because it implies that there is a best way of doing something in an organization, and that the term is relative, and depends on the 'discoverer' of a best practice and the organization to which they belong; they caution that using a strictly relativistic definition of best practice can lead an organization to import harmful rather than a beneficial practice (p.20);
- 2) a best practice is declared by the media or others (p.21) - this implies that a best practice is officiated rather than researched and defined consistently;
- 3) a best practice is an award-winning success - after an award granting association has deemed it a best practice (p.24).

They conclude, however, that none of the common ways of defining Best Practices are adequate to applying a best practices model, specifically since they do not include the process of importing practices:

"we strongly believe that thousands of public organizations have benefited by importing practices discovered from other organizations. The problem is that the academic and practitioner communities have failed to articulate adequate definitions of best practices and to understand how various practices have been successfully imported" (Keehley et al, 1997, p.25).

The current project attempts to enhance the understanding of Best Practices, with an aim to improve that may be considered, adapted and imported more successfully. Therefore, a key orientation of current research is to provide aggregate ratings, as well as in-depth descriptions of practices of service delivery. This approach includes separate surveys of both service providers and students, and attempts to assess, for instance, the distinctiveness of the services, as well as the the individual experiences that students have had with them.

As opposed to the logic of population estimates, best practices do not necessarily focus on statistically-sound estimates that can be generalized to the population of institutions, practices or students. The primary purpose of best practices is to promote ongoing program improvements within individual organizational settings through the assessment and importation of practices from outside the setting. As opposed to assessing how a certain practice is representative of all practices, best practices assumes that a better practice is perpetually on the verge of being identified or created. As Keehley et al (1997) suggest:

"Best practices does not mean simply making comparisons and sharing practices. We must continue to grow in applying a systematic method to finding best practices.

Finding a best practice has a specific form and use. Establishing criteria is the first step toward outlining what a best practice is" (p.25).

B. Proposed Criteria for Best Practices

For the purposes of the current study, the following criteria of best practices were modified from Keehley et al (1997) (p.26):

1. The best practice must demonstrate success over time - i.e. have a proven track record. The practice cannot be one that is planned in the future, or only recently put in place.
2. The practice must be recognized by local partners as having a positive outcome.
3. If possible, the positive outcome(s) of the practice should be quantifiable - a single data point does not necessarily indicate success.
4. The practice should be recognized as creative or innovative by some of the audience - in this case there must be some consensus among partners that a practice is a best practice - this should be better supported through the use of both service-provider and student surveys.
5. The practice must have local importance or salience for institutions seeking improvement. It should be relevant to similar institutions - i.e. deal with issues and problems that are common among institutions.
6. The practice should not be linked to unique demographics. Though the practice may have evolved from unique demographics, it should be transferable, with modifications, to institutions where those specific demographics do not exist.
7. The best practice should be replicable, with modifications, at other institutions. The model should provide descriptions of best practices, the benefits that can be attributed to the practices, and (if possible) how they were developed.

Keehley et al (1997) note that applying these criteria will reduce the numbers of best practices. Similarly, identifying the best practice is only half the problem, and the other half is importing and implementing the practice. Part of this process is identifying organizations and making comparisons with organizations that are as similar as possible. Similarly, performance measures are bound to differ dramatically, depending on the mission of the organization: "a critical step in developing performance measures is to get the agency and its key stakeholders to agree on what the mission of the agency is, what goals and objectives need to be established and achieved to accomplish that mission, and what essential measures can serve as indicators of performance in the delivery of the mission" (p.32).

The inclusion of stakeholder and partner consultation is therefore a key feature of best

practices evaluation models, and, as Keehley et al (1997) argue, data collection for best practices should use partner surveys to collect a broad range of data on practices. Similarly, analysis should determine the pertinent, feasible practices, and should address the following questions: How will the practice affect the delivery of service? How will it affect the performance gap? Is there credible documentation that attests to customer satisfaction or success?" (p.169).

C. The NEADS Evaluation Partnership

Project work began in January of 1997 with the formation of a Project Advisory Group. This group was assembled to direct the research, to advise on the production of the final report, and to coordinate the dissemination of the results and recommendations of the project. The groups invited to monitor the project include: the Association of Canadian Community Colleges, Canadian Federation of Students, Canadian Association of Disability Service Providers in Post-Secondary Education, Canadian Association of College and University Student Services, the Quebec Association of Post-Secondary Disabled Students and Human Resources Development Canada.

Student representatives from the NEADS Board of Directors and representatives from the various partner organizations serve on the Project Advisory Group. Representatives from the partner organizations include: Toni Connolly, Association of Canadian Community Colleges (Algonquin College); Dean Mellway, Canadian Association of Disability Service Providers in Post-Secondary Education (Carleton University); Preston Parsons, Commissioner, Students With Disabilities Constituency Group, Canadian Federation of Students (University of Winnipeg); Joan Wolforth, Canadian Association of College and University Student Services (McGill University); Steve Estey, Consultant (Ottawa).

Members of the project Advisory Group held three meetings, in March and June of 1997 and in March of 1998. At the NEADS Board of Directors meeting held in Ottawa, Ontario in early March 1997, a discussion was held of the project objectives and activities and members of the Board were selected to serve on the Project Advisory Group. This committee met again by conference call near the end of March. On June 8, 1997, NEADS hosted a Project Advisory Group meeting in Hull, Quebec that included representatives from our partner organizations. The aim was to get service providers and students working together to develop the aims of the survey instrument. A further meeting of the Project Advisory Group was held in March of 1998 in Ottawa to discuss the goals of the research and to discuss the issues to be addressed in the final report.

D. Survey Design

Through consultation with the Project Advisory Group and using the *NEADS Resource Directory of Disabled Student Services at Canadian Universities and Colleges* (1993), and the NEADS "Accessibility Survey," a survey instrument focusing on the availability of various kinds of adaptations, services, and accommodations and the assessment of their utility/success

in meeting the needs of students with disabilities was prepared and pre-tested.

The Advisory Group felt it would be important to ask service providers and students the same questions so that comparability between the two groups could be maintained. It was also recognized that the two groups would have distinct types of information that would be of value in analyzing institutional arrangements with respect to disability. For this reason, the surveys administered to both groups had to be similar in terms of the assessment respondents were asked to perform, but different in terms of the background information collected.

Because student needs vary according to disability type and program choice, student awareness and perceptions will probably be affected by these factors. It was thus deemed necessary to collect information related to these factors from individual students. Service providers, on the other hand, generally serve a constituency that is varied according to program and disability type and will have a more comprehensive awareness of the range of institutional provision. Service providers may also have information related to the financing and staffing of service offices and the administrative arrangements that govern institutional provision that students would not, in most cases, be able to access. Thus, in recognition of these distinctions, two separate versions of the survey, one directed at students and the other at service providers, were designed.

In the first section of the student survey, students were asked a variety of questions about their disability-related needs: what modifications to physical facilities, what adaptive support services, and what types of equipment and technical aids they use on a daily basis and/or in the pursuit of their studies. We also asked students to report on forms of equipment they might need but do not have. The service provider survey asked respondents to supply details about the size and type of their institution, the commitment of their institution in terms of budget and human resources, and about the organization of responsibility for disability-related issues. In this way, a profile of needs associated with specific disabilities and a model of provision associated with different types of institutions could be constructed.

Though their perspectives may differ, both service providers and students have the experience to evaluate services, policies and accommodations. Thus, both versions of the survey contained common sections. The first section varied according to the intended recipient, whether a service provider or a student, while the subsequent two sections, addressing the evaluation of specific adaptations, programs and policies, were common to both.

Developing assessment procedures suitable for both service providers and end users entailed consultation with selected service providers as well as the Project Advisory Group. The Advisory Group identified a number of issues that impinge on accessibility that are not addressed in other surveys of policy and provision at the post-secondary level. For instance, in recent years students with disabilities have become more organized, and have sought representation within the broader structures of post-secondary institutions. To date no comprehensive description of the forms of student participation exists. NEADS' Advisory Group felt it would be an important aspect of this study to collect such information and to

attempt to measure what effect this may have had on services, accommodations and policy.

The accessibility checklist used in the second section of the survey was developed using the previous NEADS "Accessibility Survey," and through examination of the relevant literature. Survey participants were asked to evaluate: features of physical accessibility (physical adaptations, services, equipment, and safety features) in those buildings on campus that all students need to use; educational adaptations and accommodations; policy and administrative support for disability programming; volunteer services; and the accessibility of the surrounding community. All facets of accessibility were to be graded on a four point scale from poor to excellent. Respondents had the option of indicating if any of the features listed were not available or if they were unaware of their existence or availability. Space to comment was included with every separate section.

A third section asked respondents to identify those features they felt were most successful and those that were least successful. In terms of developing best practices recommendations and identifying those areas where improvement is necessary, these sections were expected to generate directions for the report. In order to verify that successes or failures were actually making an important difference, questions in the third section of the survey asked respondents to prioritize the areas in which accessibility is most critical.

Draft versions of the survey were reviewed by the Project Advisory Group and were pre-tested by selected service providers and students throughout August and September 1997. Along with regular print, large print and diskette versions, the final survey was recorded on audio-tape by readers at the Canadian National Institute for the Blind. A French language version of the survey was completed in February 1998 and verified by Project Advisory Group members from Quebec in early March 1998.

E. Target Populations

It was determined that the population to be surveyed for the purposes of this project should include university and college service providers and post-secondary students with disabilities. In documenting and evaluating the services, accommodations and policies of Canadian post-secondary institutions, the information that can be provided by both groups is necessary. Service providers have a more comprehensive awareness of arrangements at any specific institution than other administrators or students. Moreover, service providers have an awareness of the strengths and weaknesses of supports available to students as well as some appreciation of the needs of students they serve. Students with disabilities constitute the end users of services and are the subjects of accommodations and policies. They are, therefore, in the best position to assess their effectiveness.

Because the scope of the project is national, the study attempted to address specific conditions across, for instance, institutional types and regions, as well as target a population that reflects the range of institutional arrangements available throughout Canada. An appropriate sample, it was felt, should include institutions in all provinces and territories, both universities and

colleges, and an array of institutions of various sizes and types. The target population was thus comprised of students and service providers at the 360 (approx.) post-secondary schools throughout Canada (Statistics Canada 1997).

Ideally, the study population would include representatives from all of these institutions. For practical reasons not all could be included. Approximately 25 percent of the post-secondary institutions are CEGEPS located in Quebec. Among these 83 institutions, centralized service provision is the norm and thus detailing services, policy and accommodations at each would involve a great deal of overlap. Concentrating on key institutions where service provision is organized and administered provides a more effective means. Thus a sample of CEGEPS, rather than the total universe, was included in the survey.

A contact list developed by NEADS provides the names of service providers or student service officers at 160 institutions throughout Canada. This list includes most universities, and approximately half of the colleges in all provinces and territories. Not included on the contact list are those colleges and CEGEPS where no particular responsibility is recognised or assigned for the administration or provision of services to students with disabilities. Most of the institutions not included on the contact list are very small (i.e. less than 500 students).

Students with disabilities at these institutions were treated as a separate target population. However, assessing the parameters of this population is significantly more difficult than that of the population of institutions. According to the most complete study of Canadians with disabilities, the Health and Activity Limitation Survey (HALS), a national post-censal survey of approximately 35,000 Canadians with disabilities and 113,000 without disabilities, the number of students with disabilities in 1991 was estimated to be 112,200, or approximately 7 percent of the total student population in that year (Statistics Canada 1993). This percentage may have increased or decreased somewhat over the past seven years, but no subsequent studies have been conducted. At the same time, overall levels of enrolment at Canadian post-secondary institutions have declined (Statistics Canada 1997). Statistics Canada figures for the 97/98 academic year indicate that approximately 1.2 million students were enrolled at post-secondary institutions throughout Canada. If 7 percent of the total student population is potentially comprised of students with disabilities, this yields a total population of approximately 84,000 for the 97/98 academic year.

Resources to duplicate the sampling strategies of HALS or other large-scale studies such as the National Graduate Study are not available. The strategy for contacting potential participants in this study had to be focused rather than broad. This implied sampling those students who had already self-identified themselves to their institution as students with disabilities. While no exact means exists for calculating the total number of potential participants in this instance, some indicators exist. In a recent study of universities, Jennifer Leigh Hill indicates that participating institutions were able to identify on average one percent or less of the student population as students with disabilities (Hill 1992). Using Hill's average, the potential target population would be 12,000 students. For the purposes of this study the target population group is smaller because not all Canadian post-secondary institutions are

included.

The distribution of questionnaires to students attempted to include all participating institutions. Service provider lists and population estimates were used to estimate an appropriate number of students to be sampled at each institution. Total population at any given institution and numbers served through any given service office were used to construct a rough sampling ratio. Service providers and coordinators contacted in the current study reported varying estimates. It is estimated that between .2 and 5 percent of the total student population are in contact with the service office or officer.

On average, one in four of the students served at any particular institution were sampled (a total sample group of between 2000 and 2500). The size of the sample group varied with the size of the institution so that a slightly smaller proportion of the service group would be sampled at large institutions as compared with smaller institutions. Because student needs and awareness will vary according to disability type (and possibly according to their program of study as well) an adequate range of students at each institution had to be sampled. By sampling more intensively at smaller institutions (where the service group is likely to be smaller) NEADS attempted to ensure that an adequate range of students in terms of disability type would be included. In addition to students contacted through the participating institutions, students on the NEADS mailing list were also included among survey recipients. Again, the requirements of representativeness are not to provide statistically sound population estimates, but rather to fulfil a quota of, for instance, the range of institutional and disability types.

F. Data Collection and Coding

Using NEADS contact lists, service providers and coordinators in all provinces and territories except Quebec were contacted by telephone throughout December 1997 and January and February 1998. The survey and related documents were translated and service providers and coordinators in the province of Quebec were identified and surveyed. Contact of institutions in Quebec was conducted by the Association québécoise des étudiants handicapés au post-secondaire. Approximately 25-30 institutions in Quebec were (i.e. throughout March 1998) contacted about their participation.

A contact protocol was developed for the use of assistants who telephoned service providers and coordinators. Service providers and coordinators were given a brief description of the aims of the survey and were asked if they would participate. They were further asked to provide information on the total enrolment at their institution, the potential size of the population of students with disabilities at their institution, and the numbers of students on average who contacted their office in the course of the academic year. These numbers were used to calculate sampling ratios for each institution.

Because they provide one of the few points of contact with students with disabilities, service providers and coordinators are also asked to participate as field confederates by distributing

surveys to students. In instances where contact names for organizations of students with disability were available, these people were asked to participate in distributing the survey as well. In instances where disability specific organizations or service offices exist at an institution or where responsibility was divided between offices (i.e. on the basis of disability type or between campuses), contact was made with more than one administrator or officer at a given institution. In such instances, the total number of surveys assigned to a given institution on the basis of the sampling ratio was divided up among the various field confederates.

Given that the project aims to assess whether services available to students with disabilities are sufficiently comprehensive, it is important to obtain a sample that encompasses the full range of disability types. Thus, where appropriate, all field confederates were asked to ensure that surveys were distributed to students with different types of disability. In addition, they were asked to make the distribution as random as possible and to ensure that students contacted received an appropriate version of the survey (i.e. large print, diskette, etc.).

Once the size of the sample group was established (see Appendix One), surveys were mailed to field confederates and to students included on the NEADS mailing list in February and March 1998. A pre-addressed, postage paid, return envelope was included with each survey to encourage return. Instructions for distribution were included with each package sent.

Respondents were asked to return surveys within a week of their receipt. The length and complexity of the document meant that in many instances this was not possible. A list of non-responding service providers was maintained and, in order to improve response rates, these service providers received a follow-up phone call. Approximately 100 service providers were contacted first in May, and approximately 60 received a second follow-up call in June and July. Approximately 30 non-responding service providers from Quebec were contacted in August. Follow-up calls focused on reminding service providers of the need to fill out the survey sent to them and to ensure the distribution of student surveys.

In total 2715 student surveys and service provider/coordinator surveys were distributed. Of the student surveys, 2392 were distributed through field confederates at institutions in provinces and territories throughout Canada and 153 through the NEADS mailing list. A further 170 service providers or student service offices were asked to complete surveys.

As of September 15, 1998, 419 surveys were returned: 349 of these from students and 70 from service providers. File setup and coding was begun in June 1998. In addition to coding forced-choice questions, responses to open-ended questions, which form an integral part of the data for the project, were entered in full and are included in an appendix to this report. Because the reflections contained in open-ended responses are full and varied, the project team endeavoured to record and separately analyse as many of these as possible.

G. Survey Distribution List by Institution

YUKON AND NORTHWEST TERRITORIES		Number of surveys
Yukon College		15
1 School		15
BRITISH COLUMBIA		
Capilano College (North Vancouver)		11
College of New Caledonia (Burns Lake)		0
Douglas College (New Westminster)		30
Emily Carr Institute of Art and Design (Vancouver)		4
Malaspina College (Nanaimo)		14
Malaspina College (Cowichan)		9
North Island College (Campbell River)		6
North Island College (Courtney)		14
North Island College (Port Alberney)		10
Northern Lights College (Dawson Creek)		3
Northern Lights College (Fort St. John)		5
Northwest Baptist College and Seminary (Langley)		3
Northwest Community College (Terrace)		7
Open Learning Agency (Burnaby)		30
Simon Fraser University		25
Trinity Western University		5
University of B.C. Crane Resource Centre		24
University of B.C.		60
University College of the Cariboo (Kamloops)		20
University of Victoria Resource Centre		24
University of Victoria Student and Ancillary Services		
University of Northern B.C. (Prince George)		8
University College of the Fraser Valley (Abbotsford)		21
Vancouver Community College (King Edward Campus)		17
Vancouver Community College (City Centre)		22
25 Schools/Service Providers		372
ALBERTA		
Alberta Vocational College Learning Support		11
Alberta Vocational College		30
Alberta College of Art and Design (Calgary)		2
Athabasca University		21
Canadian University College (College Heights)		2
Fairview College		3
Grant MacEwan Community College (Edmonton)		57
Grande Prairie Regional College		6

Lakeland College - Vermillion Campus	3
Lethbridge Community College	5
Mount Royal College Physical Disabilities (Calgary)	5
Mount Royal College Learning Disabilities (Calgary)	9
Northern Alberta Institute of Technology (Edmonton)	28
Olds College - Physical Disabilities	2
Olds College - Learning Disabilities	4
Red Deer College	20
Southern Alberta Institute of Technology (Calgary)	28
University of Alberta Centre of Deafness Study	4
University of Alberta (Edmonton)	39
University of Calgary	33
University of Lethbridge	7
21 Schools/Service Providers	319

SASKATCHEWAN

Cumberland Regional College (Nipawan)	3
Saskatchewan IAST Palliser (Moose Jaw)	8
Saskatchewan IAST (Saskatoon)	29
University of Regina	17
University of Saskatchewan (Saskatoon)	25
5 Schools/Service Providers	82

MANITOBA

Assiniboine Community College (Brandon)	3
Brandon University	4
Red River Community College (Winnipeg)	28
University Of Manitoba (Winnipeg)	30
University of Winnipeg	20
5 Schools/Service Providers	85

ONTARIO

Algonquin College (Ottawa)	35
Brock University	30
Cambrian College (Sudbury)	35
Canadore College (North Bay)	17
Carleton University (Ottawa)	48
College Boréal (Sudbury)	
Confederation College (Thunder Bay)	17
Durham College (Oshawa)	26
Fanshawe College (London)	50
George Brown College (Toronto)	30

Georgian College (Barrie)	17
Humber College - Lakeshore (Toronto)	56
Lakehead University (Thunder Bay)	10
Lambton College (Sarnia)	12
Laurentian University (Sudbury)	15
Loyalist College (Belleville)	15
McMaster University	35
Mohawk College (Hamilton)	30
Nipissing University (North Bay)	15
Northern College (South Porcupine)	11
Ontario College of Art (Toronto)	15
Queen's University (Kingston)	30
Redeemer College (Ancaster)	3
Sault College (Sault-Ste-Marie)	11
Sir Sanford Fleming College - Sutherland (Peterborough)	33
St. Clair College - Thames Campus (Chatham)	23
St. Clair College (Windsor)	25
St. Lawrence College (Brockville)	3
St. Lawrence College (Cornwall)	9
Trent University (Peterborough)	14
University of Guelph	30
University of Ottawa	70
University of Waterloo	70
University of Windsor	25
University of Toronto (Mississauga)	20
University of Toronto (Scarborough)	15
Wilfrid Laurier University (Waterloo)	21
37 Schools/Service Providers	921

QUEBEC

Bishop's University	8
CEGEP Abitibi-Temiscamingue	0
CEGEP Ahuntsic	10
CEGEP Beauce Appalaches	0
CEGEP Bois de Boulogne	3
CEGEP d'Etudes Superieures Lucien Cliche	0
CEGEP de Baie-Comeau	0
CEGEP de Drummondville	5
CEGEP de Granby-Haute Yamaska	4
CEGEP de l'Outaouais	0
CEGEP de l'Outaouais	0
CEGEP de Maisonneuve	4
CEGEP de Montmorency	10
CEGEP de Region de l'Amiante	2

CEGEP de Saint-Jerome	3
CEGEP de Saint-Jerome	0
CEGEP de Sept-Iles	0
CEGEP de Sherbrooke	8
CEGEP de Trois-Rivieres	3
CEGEP de Valleyfield	0
CEGEP de Victoriaville	3
CEGEP Edouard-Montpetit	10
CEGEP Gaspesie et des Iles	5
CEGEP Levis-Lauzon	0
CEGEP Lionel-Groulx	1
CEGEP Marie-Victorin	0
CEGEP Saint-Laurent	5
CEGEP Sainte-Foy	15
CEGEP Shawinigan	2
CEGEP Sorel-Tracy	0
CEGEP St-Jean-sur-Richelieu	5
Centre d'Etude Collegiale de Carleton	0
Champlain College	3
Champlain Regional College	0
College de Rosemont	10
College de Rosemont	3
College Jean-de-Brebeuf	1
College Lasalle	2
College Merici	4
College Notre-Dame-de-Foy	0
College Regional Champlain (Saint Lambert)	7
Concordia University	35
Dawson College	30
Ecole Nationale d'Aero-Technique	0
John Abbott College	15
Marianopolis	0
McGill University	50
Seminaire de Sherbrooke	2
Universite de Montreal	30
Universite de Quebec a Montreal	45
Universite de Sherbrooke	10
Universite du Quebec a Trois-Rivieres	18
Universite du Quebec a Hull	7
Universite Laval	30
Vanier College	5
55 Schools/Service Providers	415

NEWFOUNDLAND

College of the North Atlantic (Stephenville)	34
Labrador Community College (Happy Valley)	2
Labrador Community College - West (Labrador City)	3
Memorial University of Newfoundland (St John's)	23
4 Schools/Service Providers	62

NOVA SCOTIA

Acadia University (Wolfville)	11
Dalhousie University (Halifax)	15
Mount St Vincent University (Halifax)	6
Nova Scotia College of Art and Design (Halifax)	3
St Francis Xavier University (Antigonish)	10
St. Mary's University (Halifax)	10
University of King's College (Halifax)	3
University College of Cape Breton (Sydney)	8
9 Schools/Service Providers	66

NEW BRUNSWICK

Mount Allison University (Sackville)	10
New Brunswick Community College (Moncton)	3
New Brunswick Community College (St John)	6
New Brunswick Community College (St Andrews)	0
St. Thomas University (Fredericton)	5
University of New Brunswick (Fredericton)	11
6 Schools/Service Providers	35

PRINCE EDWARD ISLAND

Holland College (Charlottetown)	7
University of Prince Edward Island (Charlottetown)	3
2 Schools/Service Providers	10

SUB-TOTAL 2392

170 Schools/Service Providers 170

NEADS mailing list 153

TOTAL 2715

*STUDENT SURVEYS*NUMBERS DISTRIBUTED THROUGH INSTITUTIONS
BY PROVINCE AND TERRITORY

Yukon and Northwest Territories	15
British Columbia	372
Alberta	319
Saskatchewan	85
Manitoba	92
Ontario	921
Quebec	415
Newfoundland	62
Nova Scotia	66
New Brunswick	35
Prince Edward Island	10
	2392

H. List of Institutions Represented in Service Provider and Student Respondent Groups

Alberta College of Art and Design	Cumberland College
Alberta Vocational College	Dalhousie University
Algonquin College	Dawson College
Assiniboine Community College	Douglas College
Athabasca University	Durham College
Brandon University	Fairview College
Brock University	Fanshawe College
Cambrian College	George Brown College
Canadian Union College	Georgian College of Applied Arts and Technology
Canadore College	Grant MacEwan Community College
Capilano College	Humber College
Carleton University	Lakehead University
Cégep Ahuntsic	Lakeland College
Cégep Baie-Comeau	Lambton College
Cégep Beauce-Appalaches	Loyalist College
Cégep Bois-de-Boulogne	Malaspina University-College
Cégep Boréal	McGill University
Cégep Champlain-St. Laurent	McMaster University
Cégep Drummondville	Memorial University
Cégep Edouard Montpetit-Longueuil	Mohawk College
Cégep Granby-Haute Yamaska	Mount Alison University
Cégep Maisonneuve	Mount Royal College
Cégep Merici	New Brunswick Community College
Cégep Montmorency	Nipissing University
Cégep New Caledonia	North Island College - Courtney
Cégep Rivière-de-Loup	North Island College - Port Alberni
Cégep Rosemont	Northern Alberta Institute of Technology
Cégep Sept-Iles	Northern College of Applied Arts and Technology
Cégep Shawinigan	Northern Lights College
Cégep Sherbrooke	Northwest Community College
Cégep Ste-Foy	Okanagan College
Cégep Ste-Hyacinthe	Olds College
Cégep Trois-Rivieres	Open Learning Institute - Burnaby
Cégep Valleyfield	Palliser Institute
Cégep Victoriaville	Queen's University
Cégep Vieux Montréal	Red River College
College of the Rockies	Ryerson Polytechnic
Compucollege	Saint Clair College
Concordia University	Saint Lawrence College
Confederation College	
Cowichan University-College	

H. List of Institutions Represented in Service Provider and Student Respondent Groups cont'd

Saint Marys University
 Saskatchewan Institute of Applied Science and Technology - Kelsey
 Saskatchewan Institute of Applied Science and Technology - Woodland
 Sault College of Applied Arts and Technology
 Seneca College
 Simon Fraser University
 Sir Sanford Fleming Community College
 Trent University
 Trinity Western University
 Université de Laval
 Université de Montreal
 Université de Sherbrooke
 Université du Québec à Montréal
 University of Alberta
 University of British Columbia
 University of Calgary
 University of Manitoba
 University of New Brunswick - Fredericton
 University of New Brunswick - Saint John
 University of Northern Bristish Columbia
 University of Ottawa
 University of Regina
 University of Saskatchewan
 University of Toronto
 University of Victoria
 University of Waterloo
 University of Windsor
 University of Winnipeg
 University-College of Cape Breton
 University-College of the Fraser Valley
 Vancouver Community College
 Vanier College
 Wilfrid Laurier University
 York University

Appendix Two: Service Provider Open-Ended Responses

All open-ended comments and responses to survey questions were fully transcribed, with minimal changes made to preserve or clarify the sense of a comment. Where a word or phrase could not be made out, bracketed ellipsis points - [...] - have been added.

To protect the anonymity of respondents, we have attempted to change any references within a comment that might identify its source. Where, for example, the name of an institution, a building, a centre, or a city were included, we have attempted to replace these with another bracketed, non-specific reference - e.g. [the city].

To provide some context for understanding comments, the type of institution (e.g. college, university, Cégep) represented and the province or region are provided. In addition, student responses include the types of disabilities identified by the student.

Service-Provider Open-Ended Responses

Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? If YES, please give the title of this unit and briefly describe its mandates (e.g. services offered, types of students served, etc.). [v10.]

☞ Services for students with disabilities mission is to advocate for, and create, an accessible and welcoming campus, so that students with disabilities have equal opportunities to experience full, productive and successful academic lives. All types of students can register at the office - learning disabilities, ADD/HD, mobility impairments, hearing impairments, visual impairments, chronic illnesses and psychological disorders. *University, SK*

☞ The Learning Assistance Centre ('Room for Improvement') provides services for students on a drop-in basis. The centre provides accommodation services for students from the [College] Education Equity Group. These services include: tutoring on specific course content; remedial interventions for specific learning disabilities; developing organizational skills; arranging test accommodations - readers and scribes, quiet settings; general information in reading and math skills. The LAC houses cutting-edge assistive devices for those with learning and sensory impairments: Kurzweil Scanner; Kurzweil Voice; Dec-Talk Speech Synthesis; Zoomtext magnification; IBM Screen Reader; Braille Labeler; SARAW; Tape Materials; Accessible Word Processors. *College, SK*

☞ Special Needs Office. The 8 recognized disability groups; note-takers, taped texts, examination accommodations; LD assessments, study skills/strategies; advocacy; physical accessibility of the campus; assistive devices; OSAP BSWD

administration; housing issues; (and on and on and on!!). *University, ON*

☞ Services to students with documented disabilities is provided through the Disabilities Services Program. Students without documentation may be referred to external resources to obtain documentation. The Disabilities Services Program provides services for Instructional and Learning-Related Accommodations - Priority Registration: alternate formats; sign language interpreters and real-time note-takers; specific courses or course sections to minimize effects of disability and/or complete their course of study - priority registration may not be necessary if there is ample room in the courses. Instructional and learning-related accommodations: deadline extensions; assistive devices or auxiliary aids; oral or sign language interpreters and note-takers in class; permission to audiotape lectures in accordance with Policy 517; special seating and preferential seating location; adjustments to lighting; course outline available prior to semester; course handouts and outlines converted to alternate formats; access to instructors' overheads and notes, when available; alternate forms of evaluation (e.g. alternatives to class presentations); breaks during class-time; use of assistive technology in the classroom and labs; modification of the length or number of assignments; modification of the weighting of assignments and exams. Technical accommodations: specialized computer hardware and software; FM transmitter receiver unit; electronic spell checker/thesaurus/dictionary; print enlarger; tape recorder. *College, AB*

☞ The Disability Resource Centre - mandate - to facilitate an accessible learning environment. Services include: campus accessibility, information and advocacy; academic accommodation letters,

cont'd... Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? If YES, please give the title of this unit and briefly describe its mandates (e.g. services offered, types of students served, etc.). [v10.]

adaptive technology support; assistive services coordination; faculty prospective; student information; volunteer assistance. DRC also supports all students who provide documentation of disability i.e. cross-disability. *University, AB*

✎ Learning Assistance Centre - peer tutors; exam accommodation; note-takers, etc.; learning difficulties; ADD; learning disabled, etc. AND Health Services - gather resources to meet physical needs of students; student advocate; liaison with staff. *College, AB*

✎ [The Centre] (Department of Student Development - Office of Student Affairs and Services) coordinates on-campus services for students with disabilities and those with short-term illnesses and injuries. *University - Atlantic Canada*

✎ [The Centre] provides equal access to higher education for students with disabilities. *University, Atlantic Canada*

✎ [The Centre] - serves students with learning disabilities (LD). This is its only focus and purpose for existing. Office of the Dean of Students - serves students with disabilities except LD. However, this is not the main focus of this office, nor is the main purpose of this office on campus. *University - Atlantic Canada*

✎ Office for Students with Disabilities to provide support services and advocacy for all students with documented disabilities as defined by the provincial human rights code. Policy development/support for faculty and staff/liaison with Ministry of

Education and other Quebec Universities and Cégeps. *University, QC*

✎ Services for Students with Disabilities - ensure that services are provided i.e. exam accommodations, notetakers, alternate format materials, interpreters, attendant care, computer support, priority registration. ALL students with documented disabilities including learning disabilities and chronic medical illnesses. *Cégep, QC*

✎ Computer lab with specialized equipment. Also specialized equipment in library and learning centre. *Cégep, QC*

✎ We have an Office for students with disabilities at the North and Lakeshore campuses. Therefore, there are 2 units but they are co-ordinated as one office for the whole college. *College, ON*

✎ Special Needs Resource Centre - see attached. *College, ON*

✎ Learning Assistance Centre - two mandates: 1) academic support for all students (tutoring workshops), 2) Services for students with disabilities. *University, ON*

✎ Actually the answer could have been yes to both question 8 and 9. Our Learning Support Services area offers peer tutoring and study skills workshops to ALL students. Students with disabilities, however, have access to individual ASL interpreters, tutoring, note-taking, extra time for testing, certain computers and equipment, etc. These latter services are not available to the general student population. *College, ON*

✎ Student Services includes special needs services, counselling, peer services and career centre. *College, ON*

cont'd... Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? If YES, please give the title of this unit and briefly describe its mandates (e.g. services offered, types of students served, etc.). [v10.]

☒ Disability Services Office. *University, ON*

☒ 1) Special Services to Persons with Disabilities facilitates the integration of students who have disabilities into the university, provides supports and services, advising and advocacy - supports students who have disabilities and chronic health conditions (i.e.: sign language interpreters, notetakers, LD assessments, remedial tutoring, exam accommodations, texts in alternate formats, parking, transportation, ATRC); 2) Adaptive Resources Centre; 3) Library Services and Persons with a Disability. *University, ON*

☒ Centre for students with disabilities (Special Needs) to provide accommodations for students with disabilities. System devices, extended time, tutors, note-takers, oral exams, text on tape, specialized computer programs. Mobility, visual, learning, medical, emotional impairment and learning disabilities. *College, ON*

☒ Student Office of Alternative Resources with a wide range of accommodations provided to students with disabilities including deaf-hard-of-hearing, vision impaired, mobility impaired, learning disabled and medical problems. Support services arranged through evaluation of assessments and interview. *College, ON*

☒ Disability Services Office. [policy statement] Consistent with the provisions of the Ontario Human Rights Code and Canadian Charter of Human Rights and

Freedoms, [The College] is committed to equal opportunity for students with disabilities. We acknowledge the unique requirements of individuals with disabilities and recognize the obligation to provide equal access to educational services, programs and facilities. To facilitate access, we endeavour to maximize the opportunities for special needs students in college programs, and in so doing, assist the student to meet the academic standards set out by [The College]. *College, ON*

☒ The Centre for Students with Disabilities offers educational support and accommodations for students with disabilities. This includes students applying to and attending college, with a learning disability, physical disability, blind, visually impaired, deaf or hard of hearing, medical or mental health disability, or multiple disabilities (see attached). *College, ON*

☒ [The University] is committed to providing access to all academically qualified students regardless of race, religion, gender, age or disability, and to creating an atmosphere that ensures equality of treatment and opportunity for all. Although [The University] has no specific formalized policy statements regarding students with disabilities, we have formed a committee that is working on these issues [this has changed since the '91-'92 report] In the meantime, we adhere very closely to the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Employment Equity Act in order to ensure that the legal obligations at the university for its disabled population are met. The University's stance on providing an educational environment suitable for special needs students is to encourage assimilation and deter "ghettoization" of services and accommodations necessary to eliminate as much as possible the effect of a disability. *University, ON*

cont'd... Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? If YES, please give the title of this unit and briefly describe its mandates (e.g. services offered, types of students served, etc.). [v10.]

☒ The Access Centre - serves students with medical, physical, psychiatric and learning disabilities, blind/visually impaired, deaf/hard-of-hearing; Makes arrangements for special needs - e.g. sign language interpreters, attendant care; alternate test/exam service; counselling; disability related technology and training - e.g. computers with specialized programs, dragon dictate, Jaws, etc; educational coaching; psycho-educational testing for LD; pilot project in "Strategic Contact Learning" - remedial strategies for tutoring; private, comfortable space for those with medical needs. *University, ON*

☒ 1) [The Centre] - Learning Disability Coordinator; Physical Disability Coordinator/Volunteer Program; Non-Visible (Psychiatric) Coordinator; 2) Adaptive Technology Centre in the library; 3) Exam Services; 4) Attendant Care Program. *University, ON*

☒ Disability Services - is a unit within the Student Affairs Division. It promotes a Learning environment which supports the personal well-being and learning needs of students with disabilities. The unit is responsible for coordinating services and programs for students with disabilities, providing information regarding the educational implications of disabilities, + enhancing awareness of disability issues. The services offered are adaptations of existing services and are available to all students with disabilities including disabilities of temporary nature. Students served included those with mobility; hearing disability; deaf; visual disability; blind; learning disability; medical, psychological, psychiatric disability;

manual dexterity; head injuries break and sprains. *University, MB*

☒ Student Services Centre - staff of 5.5 including reception and supervisor; pre-admission advising; financial aid; counselling; academic advising; academic (learning skills support); services for aboriginal students; career planning and placement; services for students with special needs. *College, MB*

☒ Counselling Department - Counselling, student advising, services to students with disabilities, international student services. *College, AB*

☒ There is ONLY one (full-time) counsellor at [the College] with the Student Services Department to provide personal counselling and support services to all ACAD students who request assistance whether students with learning disabilities or physical disabilities or nondisabilities. *College, AB*

☒ Services for Students with Disabilities. *University, AB*

☒ 1) Main campus - counselling department - contact point for applicants/students; liaises interdepartmentally with other relevant services - providing departments - Learning Services, Academic, res., rec. etc.; 2) [Second campus] - .5 FTE counsellor has similar function but limited additional services; 3) [Third campus] same as [second campus]. *College, AB*

☒ Counselling Services - study skills, assessment, learning strategies, counselling. Learning Assistance Centre - peer tutoring, study skills, remediation for individual students. *College, AB*

cont'd... Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? If YES, please give the title of this unit and briefly describe its mandates (e.g. services offered, types of students served, etc.). [v10.]

✎ Access for Students with Disabilities. *University, AB*

✎ Services for Students with Disabilities; one instructor 15 hours/week Sept-June to provide supports/accommodations for students with any disability accessing regular programs. See about 70-90 students per year. *College, BC*

✎ Disability Resource Centre - To support students with DA's by providing accommodations such as specialized adaptive equipment and software, classroom and exam accommodation and a place of refuge. *University, BC*

✎ Services for Students with Disabilities - see attached brochure; Adult Special Education. *College, BC*

✎ Counselling and Advising Centre provides core services to students with disabilities - 2 counsellors, 4 students responsible for delivering services. Assisted department head responsible for coordinated over 2 campuses. Also interpreting services, separate unit. *College, BC*

✎ Centre for Students with Disabilities - serves all students with a disability; academic accommodations; classroom support, e.g. notetakers etc.; equipment lab; advocacy. *University, BC*

✎ 1) Office for Students with a Disability; 2) Resource Centre for Students with a Disability. Mandate: to provide assistance to students with disabilities. This

includes assistance in obtaining academic accommodations, adaptive equipment grants. Also deal with access issues on campus. *University, BC*

✎ Support staff for Students with Disability; Students - two larger campuses only; Students served - those with disabilities and other barriers. *College, BC*

✎ Disability Services - which has 2 locations: 1) Advising Centre; 2) Counselling Centre. All students services in DS centre - plus Achievement Resource Centre - ARC for tutoring, study skills - LD plus all other students. Writing and Math Centres also available to students with disabilities and all others. *College, BC*

✎ Student Services - enrollment management, counselling, career services, admissions, liaison, advising, learning skills, writing centre - special equipment is available through this office. Student Services staff work with students with disabilities on academic, personnel and career issues. The Dean of Student Services is the coordinator of services to students with disabilities and is responsible for ensuring that the senate policy on special needs is enforced. *University, MB*

✎ Student Services Department, in addition to access services (services to students with disabilities) this department provides: advising, counselling, first nations support, financial aid (student loans, grants, bursaries, scholarships), assessments, volunteer tutoring, peer helpers, human rights, and support to student government. This department also coordinates support for students who are in receipt of government income assistance. Student retention and success is a major function of Student Services. *University, BC*

Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? Does the unit receive its own operating budget from the university? *If NO, where does it receive its budget from?* [v11a]

☒ both from the Ministry of Education Skills and Training. *College, BC*

☒ Part of the budget comes from fees students pay with grants from the government. *University, AB*

☒ Ministry of Education; MET, Grants. *University, ON*

☒ government (federal and provincial). *University, Atlantic Canada*

☒ A provincial government grant for DS services only. ARC is in base budget - serves all students. *College, BC*

☒ Targeted funding Ministry of Education and Training. *College, ON*

☒ Some of the resources are funded through the special needs Grant. Some expenses are absorbed by the college (e.g. counsellor salaries not part of SN grant allocation). *College, ON*

☒ An endowment fund which the university helped raise. *University, Atlantic Canada*

☒ Government of Quebec. *Cégep, QC*

☒ Ministry of Education. *Cégep, QC*

☒ M.E.T. *University, ON*

☒ VRS and Ministry of Comm and Social Services. *University, ON*

Are there any services which you offer (eg. sign language/oral interpretation) that are funded by an outside source? (eg. government) *If yes, please list these outside sources.* [v11c]

☒ During 97/98, the federal government through HRDC cost-shared the interpretation costs for a student. The province gives the post-secondary institutes a yearly grant for interpreting costs - the institute is supposed to carry it over if it is not used so the fund will grow. *University, BC*

☒ VRS; ESS; Ins Co. *College, ON*

☒ Educational Support Services (ESS) - contracted. *College, ON*

☒ Through another CEGEP for sign language; oral interpretation, but from the same Ministry of Education dept. *Cégep, QC*

☒ VDRP, AB Government. *College, AB*

☒ Interpreters can be billed to Department of Education; also, notetaking, paper, etc for students who are VR-sponsored. If students are not sponsored - the university covers the cost; resources are NOT unlimited. *University, Atlantic Canada*

☒ VRS, private insurance, HRDC. *College, ON*

☒ Ministry of Education Skills and Training. *College, BC*

☒ VRS; OSAP - Bursary for Students with Disabilities. *University, ON*

☒ Texts on tape in large print or braille are provided through the Provincial Department of Education. *University, MB*

cont'd... Does your institution have a separate unit(s) (eg. office or centre) that provides special facilities, equipment or services for students with disabilities? Does the unit receive its own operating budget from the university? If NO, where does it receive its budget from? [vlla]

☒ OSAP Disability Bursary. *University, ON*

☒ VRDP Vocational Rehabilitation of Disabled Persons. *University, SK*

☒ do assist students to access external funding for equipment and attendant care. *University, BC*

☒ Vocational Rehabilitation, O.S.A.P. Bursary. *College, ON*

☒ Through the Special Opportunities Grants (SOG) Program, some funds have been directed to the college's Learner Services Department to contract a tutor for a learning disabled student. The SOG program is NEW - I expect that more of this may arise. (Money is normally given to the student but can be given to the institution in certain cases.) *College, AB*

☒ Intervenor - Canadian Deaf and Blind, Rubella Association. Sign Language - ESS when funds. *College, ON*

☒ VRDP, WCB; Neil Squire. *College, SK*

☒ Funding is given to [The College] for sign language interpreters in the Toronto area. *College, ON*

☒ Interpreting, MOEST, Some other, VRS; taped books, CILS. *College, BC*

☒ 1) Special Materials Services, Department of Education and Training, Government of Manitoba; 2) Vocational

Rehabilitation for Disabled Persons; 3) Special Opportunities Grants. *University, MB*

☒ Interpreters funding from Vocational Rehab Services. *University, BC*

☒ Alberta gov (VRDP). *College, AB*

☒ VRDP - Vocational and Rehabilitation Development Program. *College, AB*

☒ braille services paid for by VRS for one student. *University, ON*

☒ Sign language for undergrad students funded by VRS. [The University] pays for graduate students. *University, BC*

☒ Government of Quebec. *Cégep, QC*

☒ 1) VRS pays for educational supports for its clients; 2) Educational Support Services from CHS pays for interpreters for people taking one course; 3) insurance agencies (when adults return to school after being injured) - i.e. WCB; private insurance. *College, ON*

☒ Bursary for students with disabilities, VRS (past), private insurance. *University, ON*

☒ Adult Services Project - Equipment; Provincial Government - SOG (tutor, scribe, notetaker, etc.). *College, BC*

☒ All students with the exception of one day per week coordinator time and 4 hours learning assistance time interpreting services also covered through ASE provincial grant. *University, BC*

☒ Provincial Ministry of Education and SOG grants. Alumni donations. Fee from students agreed to by student referendum. *University, QC*

cont'd... Are there any services which you offer (eg. sign language/oral interpretation) that are funded by an outside source? (eg. government) If yes, please list these outside sources. [v11c]

☒ Federal and Provincial Grants.
College, AB

☒ Provincial and Federal governments.
University, AB

☒ Have in the past, cost-shared with Vocational Rehabilitation Services.
College, ON

☒ VRDP; Special Opportunities Grants (SFB); Alberta Advanced Education and Career Development. *College, AB*

☒ Some students may receive funding from Vocational Rehab through Saskatchewan government, or a grant (Special Opportunity Grant) from Canada Student Loans. *University, SK*

☒ Sign language interpreter services; some assistive service providers.
University, AB

☒ SET/BC for equipment; provincial government for interpreters; federal government for student loans; ABESAP for literacy and ASE students. *College, BC*

☒ Ministère de l'Éducation. *Cégep, QC*

☒ Voir 11a - Fonds spéciale - Min.Educ. Québec. *Cégep, QC*

☒ M.E.Q. (Vice le cégep désigné i.e. [Cégep ...]) *Cégep, QC*

☒ Gouvernement du Québec par l'entremise du [Cégep...] qui gère le service pour l'ensemble de la partie OUEST du Québec. *Cégep, QC*

☒ Nous sommes rattachés au [Cégep...] et financés par la D.E.C. (Direction des études collégiale). *Cégep, QC*

☒ SAIDE: Service d'aide à l'intégration des élèves. [Cégep...]. Services financés par le gouvernement. *Cégep, QC*

☒ Allocation pour besoins particuliers versées par le Ministère de l'éducation à chacun des étudiants. Le bureau d'accueil des étudiants handicapés paie les interprètes et les étudiants remboursant le Bureau d'Accueil. *Université, QC*

☒ [Cégep...] pour le gouvernement provincial. *Cégep, QC*

☒ [Cégep ...] (coordonne) selon les besoins des l'étudiants. (Plan d'intersection) *Cégep, QC*

In general, are there any particular programs or services for which the assistance of volunteers is sought? If yes, please list these programs/services: [v16a]

☒ Readers, scanners, study skills assistants, library assistants, proof-reading, coaching. *University, ON*

☒ Tutoring. *University, Atlantic Canada*

☒ fitness; scribing; personal care.
College, ON

☒ Tutoring and Supplemental instruction.
College, ON

☒ We ask professors to assist in finding volunteer notetakers (fellow classmates). Each term, there are normally 1 or 2 volunteers interested in tutoring, or reading to blind students. *University, Atlantic Canada*

cont'd... In general, are there any particular programs or services for which the assistance of volunteers is sought? If yes, please list these programs/services: [v16a]

☒ taping texts, in-class note-takers/scribes. *University, AB*

☒ notetaking; readers; test aid services. *College, ON*

☒ Peer tutoring. *College, AB*

☒ Reading books on tape. *University, QC*

☒ Notetaking, exam writing assistance, library assistance, laboratory assistance, reading into tape, individual help. *University, AB*

☒ Material on the tape recording material not available from RFB and D. *Cégep, QC*

☒ reading texts onto audiotape. *University, BC*

☒ Business. Technology. *College, ON*

☒ Classroom notetakers and 'study buddies'. *College, BC*

☒ 1) Volunteer students with disabilities speak to other students; 2) occasional volunteers to act as classroom buddies for fire evacuation, to open non-automatic doors; 3) volunteers notetaker; 4) volunteers to assist with computer software/hardware problem. *University, MB*

☒ Mostly for reading books on tape. *College, ON*

☒ Note-taking services in class - see attached sample of carbonated note paper. *University, SK*

☒ Volunteers are trained and used as peer tutors for students with learning disability. *University, Atlantic Canada*

☒ Notetaking; invigilating in some instances. *University, ON*

☒ voluntary reading. *College, ON*

☒ Peer tutors. *College, AB*

☒ 1) notetaking in lectures; 2) classroom attendants; 3) luncheon assistants; 4) library research assistants. *University, ON*

☒ Sparadraps: équipe de premier soins, Sports (intramural, inter collégial), journal étudiant, pairs aidants. *Cégep, QC*

☒ Service de lecture pour les manuels de classe. Pairage occasionnel pour recherche à la bibliothèque ou écrire les réponses aux examens. Maintenant, les services sont de plus en plus payés par le Ministère de l'éducation. *Université, QC*

☒ Sport, groupes d'entre-aide, comités étudiants. *Cégep, QC*

☒ Lecture - accompagnement si en dehors des paramètres du Gouv. *Université, QC*

Does your institution share any facilities, equipment or services for students with disabilities with other post-secondary educational institutions? If yes, please describe (eg. shared bus services, oral interpretation services, etc.): [v17a]

☒ Interpreters are shared by 3 post-secondary institutions around [the city]. However, these interpreters simply contract out services and work for themselves (i.e. self-employed - charge an hourly rate). *College, ON*

cont'd... Does your institution share any facilities, equipment or services for students with disabilities with other post-secondary educational institutions? *If yes, please describe (eg. shared bus services, oral interpretation services, etc.):* [v17a]

☒ Oral interpreters. *Cégep, QC*

☒ Borrow each others expertise and technology - e.g. assistive technology expert may consult on use and application of a particular piece of technology. *College, AB*

☒ Shared facilities with collaborating institution. *University, AB*

☒ [The Centre] has provided interpreters, counselling, exam accommodation and assistive devices to students attending universities other than this one. *University, Atlantic Canada*

☒ Interpreting services shared with other colleges. Physical education adapted equipment on loan. *Cégep, QC*

☒ We are discussing sharing with [two other post-secondary institutions in the province]. *College, AB*

☒ 1) We have shared transmitter/receiver audio equipment for sign language interpreters to use when interpreting on stage; 2) We have shared publications manual and videos. *University, MB*

☒ ATRC provides technical advice, special services works collaboratively with other universities to support visiting students. *University, ON*

☒ Adult Services Project - equipment etc.; Oral Interpretation. *College, BC*

☒ Adult Services Project coordinates loans of specialized equipment to all BC

college institutes e.g. computers. *College, BC*

☒ grand écran, enregistrement de livres sur cassettes. *Collège, QC*

☒ Transport adapté - administration des besoins spéciaux (interprètes - preneurs de notes-lecteurs.) *Université, QC*

☒ Equipments spécialisés. *Cégep, QC*

☒ Centre soutien technique de [l'Université]. Appareillage informatique. *Université, QC*

Which of the following types of disabilities can be accommodated by your institution? Other? [v18a]

☒ Short-term illnesses and injuries. *University, Atlantic Canada*

☒ Other disabilities, we'll do the best we can. We get very very few students with disabilities at [The university]. *University, Atlantic Canada*

☒ TEMPORARY disabilities as a result of an accident. *Cégep, QC*

Are some students who request services required to provide documentation related to their disability? If yes, in what cases is this required and what kinds of documentation are requested? [v19a]

☒ Government requires documentation attesting to disability for funding purposes. *Cégep, QC*

☒ Almost all disabilities require documentation from health care professional... appropriate to disability. *University, ON*

☒ 1) Documentation is required of all students; 2) a) clinical diagnosis, name of

cont'd... Are some students who request services required to provide documentation related to their disability? If yes, in what cases is this required and what kinds of documentation are requested? [v19a]

certifying professional, date of testing; b) effect of disability; how the disability affects the student; c) recommendations on how to facilitate student's daily functioning and prognosis (duration of disability); e) any other information student or certifying practitioner deems relevant. *University, MB*

✎ In all cases - but varies with nature of disability. e.g. for visual impairment, CNIB membership # adequate. For learning disability, want full assessment. *Cégep, QC*

✎ In most cases, the obvious (e.g. paraplegic, quadriplegic, total blindness, amputation, etc.) we administer formal assessments for learning disabilities. Other documentation comes from physicians, audiologists, counsellors, ophthalmologists. *University, AB*

✎ For payment from VRDP for sign language/accommodations for LD. *College, AB*

✎ Learning disability; chronic medical conditions; audiology (to determine appropriate support), mental health issues. ALL funding for disability supports require medical or psychological documentation. *College, AB*

✎ If a student with no prior indication of a learning disability asked for some extensive special considerations just before exam time, s/he would be asked for some background. Or, a student may be asked to share prior assessments so we don't have to reinvent the wheel! *College, AB*

✎ Most cases require medical or rehab documentation. L.D. and ADD students

require psycho-educational counselling. *University, QC*

✎ All students must provide documentation of disability from a licensed professional external to [the University] (physician, clinical psychologist, etc.). *University, MB*

✎ Specific learning disability; psychiatric disability; health disabilities require psycho-educational reports - doctors letters and reports. *College, ON*

✎ L.D. - psycho-educational assessment. ADHD - letter from medical doctor. *University - Atlantic Canada*

✎ for LD - Psychological Assessment Report from a registered psychologist or registered psychological associate with 3 or more years since LD diagnosis carried out. Medical/physical - medical specialist in the appropriate area. *University, ON*

✎ Each student is required to provide updated (3 years) documentation verifying disability. *University, BC*

✎ Documentation regarding the disability is required unless the request for accommodation is obvious - i.e. blind, deaf, using a wheelchair. Documentation needed to support less visible disabilities. *College, ON*

✎ Documentation is requested whenever academic accommodations are requested. Documentation is also required to access grants/equipment loans from provincial program. *University, BC*

✎ When the disability is not self-evident, we require professional documentation as appropriate. *University, ON*

cont'd... Are some students who request services required to provide documentation related to their disability? If yes, in what cases is this required and what kinds of documentation are requested? [v19a]

☒ Documentation is required from all students requesting DRL services. We have developed an overview form which, in essence, asks disability professionals to comment on the degree to which the disability impacts the learning environment. Other documentation is required as well. *University, AB*

☒ Certificate verifying limitation from health provider. *University, AB*

☒ Related to safety issues and for funding purposes. *College, AB*

☒ Learning Disability documentation is being required more and more - can be an assessment done by high school if it is recent or registered psychologist. *University, BC*

☒ Documentation is requested if the disability is not visible - i.e. psycho-educational assessment for LD, physician's report for medical conditions, WCB reports for back injuries, etc. *College, ON*

☒ Documentation should be a report or summary by qualified professional in the field of the disability; not a family member. The documentation should be typed on letterhead stationary, dated and signed. It should have been written within the last 3 yrs. (LD specifically). It should name the disability, state treatment (if applicable) and describe how the disability and/or treatment (if applicable) impacts the student's functioning in an academic setting. Describe longevity, severity or expected progression or stability of the disability. *College, AB*

☒ All cases. Documentation must be

recent and from a specialist appropriate to the disability group. *University, ON*

☒ All students are required to provide appropriate documentation. *University, SK*

☒ In all cases, medical documentation is required. *College, ON*

☒ psycho-educational, medical assessment. *College, ON*

☒ Almost all cases, especially important in learning disabilities - Doctor's letters and/or reports are necessary. *University, SK*

☒ All students must provide documentation of disability. *University, BC*

☒ Medical for physical, mental psycho-educational for LD/ADD; Vocational plans (VRS). *College, BC*

☒ If significant, accommodation is made, then assessment or Dr.'s report required. *College, BC*

☒ We request some form of documentation of learning disabilities and other invisible disabilities as well as for other disabilities (blind, VI, medical) in order to do an appropriate intake and to set up accommodations. *College, ON*

☒ Hidden disabilities e.g. ADD, HD, Psychiatric, Physical, chronic health, deafness, intellectual disabilities - IQ 70 - 84 pts. *College, SK*

☒ depends on individual. *College, BC*

☒ [copy of policy attached]
Documentation of the nature of the student's disability will be requested to facilitate the provision of appropriate, comprehensive and individualized

cont'd... Are some students who request services required to provide documentation related to their disability? If yes, in what cases is this required and what kinds of documentation are requested? [v19a]

accommodations for the student, as well as to provide evidence of the disability from an outside party. The student's physician, psychiatrist or registered psychologist will be asked to identify the diagnosis, etiology, nature of resulting impairments and signature and credentials will appear on the documentation. Such information will be treated as confidential and governed by the policy pertaining to confidential information and the Privacy and Access to Information Act. *University, ON*

✎ All except obvious physical ones; documentation to some from physician, clinical psychologist, psychiatrist as appropriate. *University, ON*

✎ Documents are required whenever the accommodation includes anyone else outside of the Disability Resource Centre, such as funding issues/exam accommodation. *College, BC*

✎ Exam accommodations; equipment request to the ministry; certification of a professional in whatever field the disability lies. *College, BC*

✎ All cases - documentation from a professional. *University, BC*

✎ All students with disabilities are required to provide medical or assessments. *University, Atlantic Canada*

✎ All requests for alternative academic accommodations must be based on documented need. It must be obtained from medical doctors, audiologists, psychologists, or other professionals who have specified training or expertise in the diagnosis of conditions for which the

accommodation is being requested. It should outline the nature of the disability with a detailed explanation of the functional impact of the disability on the pursuit of post-secondary education. When possible, the documentation should give explicit recommendations for remedial and/or coping strategies. *University, Atlantic Canada*

✎ Psychiatric: referral form from doctor; medical: referral from doctor. *College, ON*

✎ Learning disabilities - psych reports. *College, MB*

✎ Learning disabilities - Psychological assessment; Mental health - Psychological assessment; Medical condition - medical documentation. *University - Atlantic Canada*

✎ All - psychologists reports, physicians letters/statements from secondary school guidance/special education personnel. *University, ON*

✎ [Cégep ...] afin d'attester la déficience de l'étudiant pour que ce dernier ait droit à les services. *Cégep, QC*

✎ Pour subventions afin de défrayer les coûts. Billets médicales, horaires, Fiches d'intervention, Rapports d'immatriculations. *Cégep, QC*

✎ Tous les cas qui nécessitent un service entraînant des frais - certificat médical attestant de la déficience majeure. *Cégep, QC*

✎ Certificat médical demandé pour tous les étudiants handicapés nécessitant un service de preneurs de notes, d'accompagnement, de tuteurs etc. *Cégep, QC*

cont'd... Are some students who request services required to provide documentation related to their disability? If yes, in what cases is this required and what kinds of documentation are requested? [v19a]

☒ Sanitaires, hygiène. -> avis professionnels de la santé. *Cégep, QC*

☒ Demande de prêts-bourses au gouvernement. *Cégep, QC*

☒ Un élève handicapé auditif qui doit nous fournir un audiogramme et un rapport médical. *Cégep, QC*

☒ Tous les services qui nécessitent un budget (prise de notes, interprète etc.). *Cégep, QC*

☒ Rapport du médecin. *Cégep, QC*

☒ Certificat médical d'un médecin et spécialiste selon le type d'handicap ex. audiologiste, ergothérapeute. Les services sont demandés pour pallier au handicap de la personne et lui permettre d'être dans des conditions de réussite sur le plan de leurs études. *Cégep, QC*

☒ Papier médical la plupart du temps. Audiogramme dans le cas des élèves sourds ou malentendant. *Cégep, QC*

☒ Pour obtenir des services du SAIDE, l'étudiant doit fournir un certificat médical. *Cégep, QC*

☒ Pour les troubles d'apprentissage nous exigeons l'évaluation neuropsychologique. Pour les déficiences auditives, visuelle, physique et moteurs les services sont payés par le Ministère de l'éducation ex. interprètes, traduction braille. Preneur de notes, accompagnateurs. *Université, QC*

☒ Certificat medical. - *Cégep, QC*

In general, does access to the facilities, equipment or services for students with disabilities decrease in the summer months? If yes, describe the decrease, or what facilities, equipment or services are affected: [v20a]

☒ All - most important programs end, BUT orientation specific in August. *College, ON*

☒ We do not currently operate our mobility bus service May-Aug. *University, ON*

☒ Access is decreased due to staff vacation and over time leave. Students may need to call for appointments rather than drop in. *College, BC*

☒ Services are provided by consultants on 10 month (Sept.-June) contracts. *College, AB*

☒ Generally no classes offered. Support Services not available unless pre-arranged. *College, BC*

☒ We have fewer students registered and fewer programs/courses offered, so overall, there is a decrease in use of facilities or services. *College, ON*

☒ Staff in the 3 areas are on holidays in the summer. *College, AB*

☒ While we offer our support services year round, we only run our reading, writing, and academic skills classes which are offered through our program for students with learning disabilities from Sept.-April. Those students in the PSLD, however, still receive the other services such as exam accommodations and faculty liaison over the summer. All other services and equipment are available year round. *University, AB*

cont'd... In general, does access to the facilities, equipment or services for students with disabilities decrease in the summer months? If yes, describe the decrease, or what facilities, equipment or services are affected: [v20a]

☒ The services provided through [The Centre] are not reduced. For example, the centre opens on evenings and weekends to accommodate students writing tests and exams. The library operates on reduced hours and during the summer months (May to August). Most staff offices closed at 4:30 p.m. rather than 5:00 p.m. from June to August. All students are affected.
University - Atlantic Canada

☒ All are affected due to decreased programs. Some offices closed in July.
College, SK

☒ Fewer students, fewer hours available from funding sources. *College, BC*

☒ no supports or instructor to do intake interview. *College, BC*

☒ Reduced by two-thirds summer for all services. Students tend to take summer schools in May-June - down about 25% in July. *University, QC*

☒ Fewer students translates to all-round decrease in equipment, facilities or service use. They are all used, just less often. The service shifts to other needs for prospective students, residence admissions, planning, etc. *University, ON*

☒ [The Centre] is closed July and August. *University - Atlantic Canada*

☒ Decline occurs in all service areas, congruent with the reduced number of students attending spring/summer sessions.
University, AB

☒ No academic coaches available; less technical back-up for assistive technology.
University, ON

☒ We don't offer summer semester.
College, BC

☒ Are less students for mid June - mid August so many staff take vacation times. Services are still available - always at least one counsellor and support staff working.
College, ON

☒ Summer courses are offered on campus, but many students choose not to attend. Services or equipment is provided all year round. *University, BC*

☒ Our campus does not offer credit programs during the summer. *College, BC*

☒ About 1/3 as busy as 'regular' terms (all facilities, equipment and services available). *University, ON*

☒ Seulement le transport adapté n'est pas disponible. *Université, QC*

☒ Fermeture pour le menage. Résidence pour programme d'anglais. *Cégep, QC*

☒ Aucun cours durant l'été. *Cégep, QC*

☒ Local adapté ouvert seulement du lundi au vendredi comme la Bibliothèque Générale de l'université. Bureau d'Accueil ferme durant une ou deux semaines en juillet. *Université, QC*

☒ La mise sur pied des services pour les personnes handicapées est assurée par une personne. Lorsque celle-ci est en vacances, aucune autre personne responsable la remplace. Toutefois, les services peuvent être mis en place pour l'élève handicapé (ex. cours d'été) avant les vacances. Ainsi,

cont'd... In general, does access to the facilities, equipment or services for students with disabilities decrease in the summer months? If yes, describe the decrease, or what facilities, equipment or services are affected: [v20a]

les équipements et services sont toujours offerts. *Cégep, QC*

☒ Les personnel est en vacance donc pas de service d'accueil et d'intégration pendant minimum un mois. *Cégep, QC*

☒ De façon générale, tous les services sont réduits pendant l'été. Si, en juin, un élève handicapé a des cours ou veut avoir accès à des services, des arrangements sont pris. *Cégep, QC*

☒ Aucun cours l'été. *Cégep, QC*

☒ Services de la bibliothèque fermé et tous les autres en juillet. *Cégep, QC*

In general, does access to the facilities, equipment or services for students with disabilities decrease in the evenings and on weekends? If yes, describe the decrease, or what facilities, equipment or services are affected: [v20c]

☒ We provide minimal services and as best as we can. The offices are only open 8:30-4:30 p.m. throughout the year and note-takers, test aides, reader, tutoring can still be provided. *College, ON*

☒ Centre is closed. *College, ON*

☒ The centre is closed but will open by appointment - i.e. if a student requested accommodation for an exam scheduled in the evening, staff would be available. *College, ON*

☒ Tests/exams are invigilated only until 9 pm weekdays and 3 pm Saturdays. No

tests/exam accommodations on Sundays. Disability Services (DS) office hours are Mon-Fri 8:30 - 4:30 (except as noted for tests/exams). TTY is only available during DS office hours and library hours. *University, MB*

☒ Our main office is closed mon, wed, thurs and fri evenings. Appointments are flexible. *University, ON*

☒ Disabilities office is closed then. Contracted activity still goes on. - i.e. interpreters, tutors, note-takers. *College, ON*

☒ We are typically open on the weekends other than during the exam periods under very special circumstances. We are only open on evenings to accommodate Continuing Education Students writing tests/exams that can not be taken earlier in the day. Other services not offered by staff. However, computer technology library carolls are open during all hours of library operation. *University, ON*

☒ Less students; same service. *University, ON*

☒ School has few students after 7 p.m. If a need arises, security guards will open facilities upon receipt of memo by me. *Cégep, QC*

☒ Special needs services operates approximately 8a.m. - 5 p.m. *College, ON*

☒ The learning support services area is only open during business hours. (The computer lab for those with disabilities is currently not open in the evening or on weekends - however, several computer labs are available in the College - plan in place to extend LSS hours.) *College, ON*

☒ Access to the Centre's staff and equipment. *University, ON*

cont'd... In general, does access to the facilities, equipment or services for students with disabilities decrease in the evenings and on weekends? If yes, describe the decrease, or what facilities, equipment or services are affected: [v20c]

☒ Open only 1 evening per week and not on weekends'. *College, ON*

☒ We don't have many academic programs that run on the weekends. The library is open and access to the limited equipment is through the library. *University, BC*

☒ Disability Resource Centre staff and lab are not accessible in the evenings or weekends unless prior arrangements have been made. *College, BC*

☒ Service generally not available in evenings or weekends. *College, MB*

☒ Although most staff offices close between 4:30 p.m. and 5:00 p.m. from Monday to Friday, [The Centre] opens in the evenings and on weekends to accommodate students who require alternative academic accommodations to write tests and final exams. Library hours are still reduced during evenings and on weekends during the summer hours (for all students). *University - Atlantic Canada*

☒ Instructor is part-time in day - (offer 1-2 courses in the evening). *College, BC*

☒ Office closes at 5 p.m. daily. Open until 7 p.m. and on Saturdays during formal exam time only. *University, Atlantic Canada*

☒ [The Centre] is closed evenings and weekends except during exams. *University, Atlantic Canada*

☒ Most staff work a regular week, but

library (includes learning services) and Recreation and Res are open 7 days a week. Buildings are usually open extended hours. *College, AB*

☒ Most facilities not operational on weekends. *University, AB*

☒ We have limited equipment. Learning Assistance Centre closed on weekends. *College, AB*

☒ The office is closed in the evenings and on weekends. The adaptive Technology Lab is accessible to students with passkeys and, as such, continues to be heavily used by students. *University, AB*

☒ Prior notice will allow for arrangements. *College, SK*

☒ Disability Services isn't open. *College, BC*

☒ The office's services are not available past 4:30 or on weekends, EXCEPT for exams which may be scheduled during these times. *University, SK*

☒ Most offices and classrooms are closed on weekends - no staff. *College, SK*

☒ Office closes at 5:00 pm, Resource Centre Room in library is open till 11:00 pm and on week-ends (no personnel available outside regular business hours). *University, BC*

☒ Students here traditionally take summer semester off because we are a tri-semester system. Numbers vary each summer - impacts on services and equipment use. *University, BC*

☒ Varies - depends on class schedules impacts on services and equipment use. *University, BC*

cont'd... In general, does access to the facilities, equipment or services for students with disabilities decrease in the evenings and on weekends? If yes, describe the decrease, or what facilities, equipment or services are affected: [v20c]

☒ Hours of operation are 8:30 - 4:30 Monday to Friday. *College, AB*

☒ Most services are available during 8:30 - 4:30, exceptions are arrangements made for evening classes, exam accommodations which may take place evenings or weekends, and access to adaptive technology lab is only available evenings (mondays-thursdays). *University, AB*

☒ Not as many classes/programs in the evening. *College, BC*

☒ Adapted bus does not run on evenings and weekends. Library computer labs available during library opening hours. Office closed evenings and weekends except for exams. *University, QC*

☒ Evenings - on request. Weekends - closed. *Cégep, QC*

☒ Transport adapté. *Université, QC*

☒ Evenings/weekend students requiring accommodations usually have needs not during regular weekday working hours. *College, AB*

☒ Les étudiants ne peuvent pas rencontrer le conseiller de services en dehors des heures d'ouverture du bureau à moins d'arrangements spéciaux. *Université, QC*

☒ Aucune personnel sur place. Aucune demande. *Cégep, QC*

☒ Bureau d'Accueil est ouvert de 8:30h à 5h du Lundi au Vendredi durant toute l'année. Le local de travail adapté est

accessible 7 jours sur 7 en journée et en soirée. *Université, QC*

☒ Les services ferment les soir et les fins de semaines. *Cégep, QC*

☒ Le collège est fermé les fins de semaines, cours aux adultes le soir. Aucun enseignant régulier le soir. *Cégep, QC*

☒ Tout les services sont fermés le weekend. *Cégep, QC*

Overall, how would you describe the model of service delivery for students with disabilities at your educational institution? Other, please describe: [v25a]

☒ (Partially Centralized) Working to decentralize; i.e. Plant and Facilities issues should be dealt with directly by that office with our service as a resource. Financial aid decentralized. *Cégep, QC*

☒ (Other) Services offered through various offices; some degree of coordination, but no central budget authority or funding. *University, MB*

☒ (Other) [The Centre] coordinates on-campus services for students with disabilities and those with short-term injuries/illnesses by working in partnership with university departments and disability-related community agencies. *University, Atlantic Canada*

☒ (No model indicated) If we have handicapped students the counselor deals with it. Same funding is possible through another College. *Cégep, QC*

☒ (Partially Centralized) For learning disabled I work with our Learning Centre. *Cégep, QC*

☒ (Centralized) However many of the student labs have been made wheelchair

cont'd... Overall, how would you describe the model of service delivery for students with disabilities at your educational institution? Other, please describe: [v25a]

accessible and house at least one station containing a large screen and adaptive software. *University, BC*

Are you aware of any modifications or additions to current programs that are in the planning stages as of January 1st, 1998 which would improve educational accessibility? If yes, please indicate what they are: [v26]

☒ Co-ordinator hired and focusing on these issues. *University, AB*

☒ We have put in a proposal for a transition year program and new model for service delivery and assessment. It may be approved in the spring. *College, ON*

☒ Pilot project in "Strategic Content Learning" for individuals with learning disabilities or ADD; Pilot project in assessment for AD/HD. *University, ON*

☒ Note-taker program is under review. *University, ON*

☒ Exploring new services for students with learning disabilities. *University, BC*

☒ We are expanding our mandate to also serve staff and faculty with disabilities. *University, AB*

☒ Better assessment and self-identification; policy for students with disabilities. *College, AB*

☒ Computerization (accessibility of use of available information). *University, ON*

☒ Development of a policy on Academic Accommodations for Students with

Disabilities. *University, BC*

☒ Completion of a student satisfaction survey, completion of a faculty satisfaction survey, passage of an academic accommodations policy, expansion of our adaptive technology resources, expansion of our programming for students with learning disabilities, expansion of psycho-educational group activities. *University, AB*

☒ Programs specific to disability such as pre-academic prep. *College, ON*

☒ Initiating Learning Strategies Program. Convening an advisory committee to special services. *University, ON*

☒ An enhanced on-campus transportation system for persons with mobility difficulties; development of an institutional policy on academic accommodations for students with disabilities; and development of workshops for faculty members on teaching students with various disabilities - planned for the 1998 winter session. *University, Atlantic Canada*

☒ We are in the process of writing and having approved the operating guidelines to implement our policy regarding the services for students with disabilities. We are also organizing our unit philosophically with respect to the type of service we provide. *College, AB*

☒ Inclusion of students with learning disabilities within the provincial funding formula. *University, QC*

☒ Élargissement d'une escalier pour y ajouter une rampe électrique pour les fauteuils roulants. Transformation d'une monte-change en ascenseur. *Cégep, QC*

☒ 1.Fusion de Bureau d'Accueil des étudiants handicapés avec le service

cont'd... Are you aware of any modifications or additions to current programs that are in the planning stages as of January 1st, 1998 which would improve educational accessibility? If yes, please indicate what they are: [v26]

d'orientation et de counseling pour améliorer l'encadrement scolaire (Depuis 1er Juin 1998). 2. Prévision d'achats de matériel informatique adapté. *Université, QC*

☒ Programme de Prêts-Bourses Med. *Cégep, QC*

Are you aware of any modifications or additions to policy or to current administrative practice which would improve accessibility, that are in planning as of January 1st, 1998? If yes, please indicate what they are: [v27]

☒ In the process of adapting an Access Policy for students with disabilities. *College, BC*

☒ Changes to guidelines for access to technology. *University, BC*

☒ However we have recently passed a new policy on accommodation. *College, BC*

☒ Recent implementation of policy. *College, AB*

☒ New non-discrimination policy statement developed and widely publicized around [the institution]. *University, ON*

☒ Our policy on Accommodations for Students with a disability was adopted by Senate and Board of Governors last summer and is to be reviewed in its 1st year. *University, BC*

☒ University 'Accessibility Policy'

currently being revised. *University, BC*

☒ New policy guidelines being developed in DS. *College, BC*

☒ We are piloting an academic support program, which would greatly benefit LD students. *College, MB*

☒ Policy regarding: services to students with learning disabilities. *College, AB*

☒ The Employment Equity Plan of the university includes recommendations to increase the number of students and staff with disabilities recruited to the university and improving the retention of those students and staff with awareness programs and through reasonable measures. *University, AB*

☒ We have a very good policy. *University, ON*

☒ Possible policy change. *University, AB*

☒ departmental sub-committee currently working on college-wide access policy for mission statement. *College, BC*

☒ These will be made available to, and brought to the awareness of faculty and staff in the Fall of 1998. We will also have a new handbook for students with disabilities to provide them with this information. *College, AB*

☒ Campus service providers will provide verification of student need for provincial funding from Sept. 1998 - current external professionals must do this. *University, QC*

☒ Work is continuing toward the development of an institutional policy for students with disabilities. The university's application for admission forms are on-line and can be accessed on the university's home-page. *University, Atlantic Canada*

cont'd... Are you aware of any modifications or additions to policy or to current administrative practice which would improve accessibility, that are in planning as of January 1st, 1998? If yes, please indicate what they are: [v27]

☒ Passage of an academic accommodations policy. *University, AB*

☒ Recommendations to Accessibility Committee will be carried out as will other parts of the Disability Policy. *University, SK*

Are you aware of any building modifications or additions, which would improve physical accessibility, that are in planning as of January 1st, 1998? If yes, please indicate what they are: [v27a]

☒ Automatic doors in numerous locations on campus. *University, ON*

☒ Courtyard in the centre of the college will be getting new ramps and made more accessible for wheelchair use. *College, ON*

☒ The institution has been asked to prepare a five-year plan for physical plant. *College, BC*

☒ Revised letter/info to go out in acceptance packages to new students. *University, ON*

☒ renovations to main floor of library. *University, ON*

☒ Numerous accessibility improvements done every year. *University, BC*

☒ Every year [The University] spends close to \$100,000 specifically on physical accessibility including installation of visual alarms appropriate signage and paint for partially sighted individuals and the usual barrier free design up-grades. *University,*

AB

☒ Ongoing upgrading/retro-fitting of buildings on all 3 campuses. *University, ON*

☒ Continual upgrading of the campus each year - automatic door openers, one more ramp. *University, ON*

☒ We have completed an access audit 2 years ago which resulted in a 5 year plan to address issues identified in audit. *University, BC*

☒ Modifications to entrances of Library at two campuses. *College, ON*

☒ Our campus services department is quite receptive to introducing modifications which are brought to their attention. Also, pertaining to renovations, we are trying to take special care to exceed minimum code requirements with a view to improving access. *College, AB*

☒ Door opens to exits/entrances. *University, SK*

☒ There may be some new building construction which may offer improved wheelchair access (an old building is expected to be torn down and a new building and parkade built on same location). *University, MB*

☒ Dedicated Access Fund always improving accessibility. *University, ON*

☒ Policies are reviewed on an ongoing basis. *College, ON*

☒ Major changes in buildings occurred within last 2 years - efforts made to be more accessible to all students. *College, SK*

cont'd... Are you aware of any building modifications or additions, which would improve physical accessibility, that are in planning as of January 1st, 1998? If yes, please indicate what they are: [v27a]

☒ Renovations completed to the Centre for Career Development to make the area accessible to people with physical disabilities (e.g. those who use wheelchairs and scooters); installation of low-pressure door openers at various locations throughout the main campus will be completed during April/May 1998; installation of white pocket tiles at the edge of the steps leading to the campus library will be completed in April/May 1998. Other projects have been targeted, depending on capital budget allocations. Students, faculty, and staff with disabilities are involved in bringing such accessibility requests to the universities and prioritizing requests, depending on financial resources. *University, Atlantic Canada*

☒ Our buildings are being modified - campus has changes every year (we have many buildings). (400). *University, BC*

☒ We have an ongoing program of renovation - new elevators, new library - improved access to other buildings. *University, QC*

☒ More electric door openers. *College, ON*

☒ Our entry requirements are very open. *College, ON*

☒ Renovations to be made in summer '98 will have disabled accessibility in mind. *Cégep, QC*

☒ New buildings being planned. We have ongoing contact with facilities regarding existing buildings and parking. *University, BC*

☒ Residence automatic openers. *College, ON*

☒ automatic door openers in hallways. *College, BC*

☒ Meetings to determine possible physical changes will occur in spring. Under consideration will be increased washroom access, increasing the number of electronic doors. *University, AB*

☒ One elevator being installed - replacing stair lift. One elevator planned for 1999 replacing utility elevator; updating washrooms. *College, AB*

☒ Discussions about door openers. *College, Atlantic Canada*

☒ Campus fully accessible. *College, AB*

☒ Washrooms have been equipped with automatic doors, support bars, accessible sinks. *College, ON*

☒ Automated 1) library doors; 2) exit doors; 3) washroom doors. *College, BC*

☒ Power assisted doors, additional wheelchair accessible washrooms, new signage. *University, SK*

☒ Upgrade a 2nd elevator to incorporate features for the disabled. Refuge stations for fire alarm. *College, ON*

☒ Space planning of Main Office currently under review. *University, ON*

☒ Portes automatiques à certains pavilions. *Université, QC*

☒ Accessibilité salle de spectacles. *Université, QC*

cont'd... Are you aware of any building modifications or additions, which would improve physical accessibility, that are in planning as of January 1st, 1998? If yes, please indicate what they are: [v27a]

✎ Installation de boutons en braille dans 2 ascenseurs. - Prévion d'un tracé jaune pour personnes aveugles dans le pavilion des services. - Construction de cuisine dans résidences -> avec comptoirs adaptés etc. *Université, QC*

How are students with disabilities made aware of services and accommodations that are available to them? [v28]

✎ Counsellors - question on NLC application; word-of-mouth - small community served. *College, BC*

✎ Each letter of permission is accompanied by a short description of special needs services and information on how to contact my office. *University, MB*

✎ Calendar; some school visits; web; drop-in; soon through increased communications with high schools. *University, BC*

✎ Welcome program; course outlines; class announcements; high-school mail out; publications; website; annual newsletter. *University, ON*

✎ Brochures; referral; transition planning from high school; word-of-mouth. *College, BC*

✎ Information in course calendar; information provided to resource counsellors in high schools or in-take workers at agencies for persons with disabilities; guest speaking at classrooms, high schools, community events; office brochures; on-campus service, Learning Assistance Centre, instructors, advisors, etc. *University, MB*

✎ 1) Services are listed in all publications. i.e. First Step, courses catalogues, Next Step, Student Instaguide Telephone Directory. 2) Transition packages mailed out to all school board and high school guidance and special education departments (350 copies per year). 3) Web page for Centre for Students with Disabilities. 4) Two External Advisory Committees. *College, ON*

✎ Orientation; mail outs; instructors; other students; presentations; posters. *College, BC*

✎ Through secondary school liaison (we send personnel and information out with this office). We are written up in [The University] Calendar. We participate in the Head Start Orientation. A self-identification form for S.N. students is included in the offer of admission package. Coordinator visits and speaks to local schools and organizations. *University, ON*

✎ All college publications include information; high school counsellors; career development centres; other post-secondary institutions. *College, AB*

✎ Orientation for new students - general; orientation for students with identified disabilities specific and more detailed; newsletters to all students registered with Access Centre; postings at the Access Centre; presentations at LDA as requested; mailings to prospective new students who identify themselves as individuals with a disability; meetings between students and Access Centre counsellors; Access Centre student kit - binder with lots of information given to all students who are newly registered with the Access Centre. *University, ON*

✎ Information in calendar; notices posted by student services; verbally by counsellor. *College, AB*

cont'd... How are students with disabilities made aware of services and accommodations that are available to them? [v28]

☞ Calendar; referral. *University, BC*

☞ Generally have to self-identify on college application form; transition planning is done with high school students; brochures available; referred by admissions advisors counsellors as well as outside agencies. *College, BC*

☞ Students admitted to the college are sent a letter from "Services for Students with Disabilities" advising of services. *College, ON*

☞ brochure; referral. *Cégep, QC*

☞ In university calendar; brochures; web page; word-of-mouth. *University, BC*

☞ If applicants self-declare a disability, the counsellor tries to contact them before registration to ask if we can be of any special assistance. We have developed a DRAFT brochure as an outreach tool - hopefully ready for circulation ASAP. *College, AB*

☞ Information is included in various university publications such as the calendar, recruitment materials, in various handbooks produced by other departments or student organizations, and as part of the university's open house event in february. Also through the summer high-school student programs. In addition, we have a web-site with links to other university web-sites; we have regular contact with government agencies like the Student Finance Board, VRDP, advanced education and community organizations. Finally, we recruit hundreds of volunteers to take notes for students from classes those students are in and those other students hear about the services. *University, AB*

☞ Students declaring disabilities are sent letter informing them of services; information in course catalogue; Student Services publications. *College, MB*

☞ College calendar. Orientation information. Classroom visits/presentations by staff. *College, AB*

☞ In calendar and through specialized information provided on request. *University, AB*

☞ There is a place on the "Application for Admission" form where students can indicate they would like to be contacted by the Access Coordinator for Service to Students with Disabilities - this is voluntary; brochure; class presentations regarding services available to all students in Student Services Department. *College, BC*

☞ If they self-identified in admission form, they are sent information about our services. We have information in calendar on [the University] website, in local phone book. We also distribute pamphlets to high schools and organize a school counsellor conference. *University, BC*

☞ 1) mailings upon acceptance through admissions office; 2) publications including college calendars, student handbook, flyers and brochures; 3) External Advisory Committee - membership includes local school boards and community agencies. *College, ON*

☞ Presentations/seminars in High Schools. High School liaison officer. Special Needs Office. General calendar. Liaison with agencies in the community brochures. *University, SK*

☞ Info sheet which goes out in acceptance packages advertised in all calendars; web sites. *University, ON*

cont'd... How are students with disabilities made aware of services and accommodations that are available to them? [v28]

☒ If they identify themselves on registration, phone contact is made before arrival. If identify themselves on health history form, coordinator of Health Services contacts them by a written note when they arrive. *College, AB*

☒ Orientation is held for students who are new or first year. Information on the office is in the calendar, on our webpage, through the Students Union. *University, SK*

☒ Website, posters, brochures, inserts into calendars, outreach, referrals from faculty and administrative staff, word of mouth. *University, ON*

☒ Orientation, advertising, marketing. *College, ON*

☒ Phone calls. referrals from students, faculty, staff notices in University Calendar (its a small place - word travels fast!) *University, ON*

☒ High school correspondence; information during acceptance packages; institutional material. *College, ON*

☒ Various publications and presentations; personal contact whenever possible; referrals by staff, faculty, other students. *University, ON*

☒ ALL new students receive letters asking/telling them to contact the Services for Students with Disabilities Office. Also high school graduates learn of our services through their resource/guidance teacher. Our full-time and part-time calendars have information about our services. Also agencies such as WS and TB refer clients. *College, ON*

☒ Student Services - counsellors; instructors; admin staff. *College, SK*

☒ Yes: pre-selection meetings; accommodations planning meeting; Institute open-house displays; High School liaison officers. *College, SK*

☒ Par le bulletin d'information remis aux étudiants aux quinze jours. *Cegep, QC*

☒ DRC brochures are available at all major student affairs offices; articles in student faculty newspaper; advertising of special events on electronic mail systems; posting of informational flyers; orientation sessions for new and returning students in the fall; a web page which will be in place early this spring; participation in prospective student and recruitment activities as well as generic university orientation sessions. *University, AB*

☒ Through their students group, [...] and by enquiring of this office (Student Services Department). *University - Atlantic Canada*

☒ High School visits throughout [the province]; VR counsellors; medical doctors; past graduates; university administrations and faculty; newspaper advertising; groups/agencies for disability groups. *University - Atlantic Canada*

☒ The university's home page has a link to [The Centre's]; on the application for admission/re-admission forms; during fall and winter orientation for new and transfer students; during the high school liaison program by the Registrar's Office; by the Office of Student Recruitment and Promotion (e.g. career fairs/high school visits); by the [The Centre's] high school post-secondary transition program; through the Student Ambassador Program (students return to speak in their former high schools); and through the Centre's publications. *University - Atlantic Canada*

cont'd... How are students with disabilities made aware of services and accommodations that are available to them? [v28]

☒ 1) [The Centre's] brochure; 2) Physical Accessibility Guide; 3) Partnerships to Access Learning: A Resource Book for Students, Faculty and Service-Providers. Items 2 and 3 are being formatted in html and will be available through [the Centre's] homepage in the near future. *University - Atlantic Canada*

☒ Brochure; pamphlets; letters for special needs request forms. Presentations, to students faculty, awareness day. *College, ON*

☒ Through faculty, campus signs, campus newspaper, admissions staff, word-of-mouth, [The Centre's] handbook and other materials, alumni. *University, Atlantic Canada*

☒ There is a question asking students to self-identify on the application form. The services for students with disabilities is mentioned in the calendar and several in-college publications. We are developing a Handbook and will hold an orientation session. We also communicate with high schools, as well as community and disability-related agencies. *College, AB*

☒ IN HOUSE: Disability Resource Centre - academic advisors - counsellors - faculty - peers - workshops - awareness posters - calendar - course outlines, etc. OUT-OF-HOUSE: VRS - Community Services - other agencies. *College, BC*

☒ They are made aware of services when they apply. We look at the ways we can be of assistance to a student. *Cégep, QC*

☒ Mailed out information once students are accepted; web site; classroom visits; flyers prominently displayed; calendars;

student newspaper. *College, ON*

☒ Through this office; university calendar; 'Welcome Book' sent to all new students; referral from faculty, administrators, professors, other student services, other students. Through media, etc. *Université, QC*

☒ Through the office of services to disabled students. *Cégep, QC*

☒ Les étudiants sont référés au répondant local pour les aides pédagogiques. *Cégep, QC*

☒ Ils s'informent au collège avant le processus d'admission. *Cégep, QC*

☒ Rencontre lors de l'inscription - avant le debut des classes. *Cégep, QC*

☒ Dans la documentation qui est remise à chaque nouvel étudiant, nous l'informons qu'ils y a un service qui s'occupe des personnes handicapés. *Cégep, QC*

☒ Rencontre en début d'année, agenda du collège lors d'inscription à notre collège. *Cégep, QC*

☒ Rencontres avec l'étudiant et les parents. *Cégep, QC*

☒ Par l'entremise d'une brochure d'informations et par le conseiller du service. *Université, QC*

☒ Agenda scolaire, articles publiés dans la journal étudiants dès leur entrée scolaire, lettre envoyée aux élèves dont on sait le handicap (collaboration du registrariat), annuaire du cégep. *Cégep, QC*

☒ Contact avec les commissions scolaires on demande direct de l'étudiant/e. *Cégep, QC*

cont'd... How are students with disabilities made aware of services and accommodations that are available to them? [v28]

✎ Le collège est assez petit de sorte que les agents d'admission, les responsables de programme savent qui est répondant pour les élèves handicapés et referent les nouveaux élèves dès qu'ils les rencontrent la première fois. *Cégep, QC*

✎ Via: Bureau des services aux étudiants handicapés. Site Web. Message sur "Avis d'Admission". *Université, QC*

✎ Publication du collège. Affiches. *Cégep, QC*

✎ Par l'entremise des aides pédagogiques individuels qui informent les étudiants handicapés des services et aménagement disponibles. *Cégep, QC*

✎ Au moment de leur inscription, ils sont invités à rencontrer la personne responsable de ce dossier afin qu'ils puisse évaluer les besoin de l'étudiant. *Cégep, QC*

✎ Pour le bulletin d'information remis aux étudiants au quinze jours. *Cégep, QC*

✎ En partie par leurs personnes ressources à l'école secondaire et une partie lorsque les personnes communiquent directement avec nous. *Cégep, QC*

✎ Par le service des aides pédagogique. - *Cégep, QC*

Do you have written materials about services and accommodations that are made available to students with disabilities? If yes, list by title: [v28b]

✎ Access policy; Student Responsibility Guide; Brochure. *College, BC*

✎ Special Needs Office pamphlet. *University, ON*

✎ brochures; exam accommodations procedures; calendar section. *College, AB*

✎ Pamphlets are available for student, general information and policy information. *University, SK*

✎ Brochure on Office; Policy on the rights of Students with Disabilities; Procedures manual of services; Library access for users with disabilities; career and placement services for students with disabilities. *University, QC*

✎ Senate policy on academic accommodation. *University, MB*

✎ Brochure - no title. *University, AB*

✎ Documentation remisé par le respondant du ministere de l'Education: [Cégep ...]. *Cégep, QC*

✎ 1) Services for Students with Disabilities. 2) Meeting the Needs of Students with Disabilities. 3) Roles and Responsibilities: A Team Approach. *College, ON*

✎ "Committed to Access"/ADHD booklets - one for parents one for teachers. Faculty guide pamphlet for visual impairment, mobility impairments, hearing impairments, learning disabilities. Campus map. *University, ON*

✎ The Disability Resource Centre. Learning Disabilities and You. *University, AB*

✎ The service is advertised in our registration package and through a daily bulletin. *Cégep, QC*

cont'd... Do you have written materials about services and accommodations that are made available to students with disabilities? If yes, please list by title:

☞ Brochure - from [the Centre] - "Students With Disabilities Opening Doors; Handbook - "Handbook for Students with Disabilities". *University, BC*

☞ A policy regarding Students with Special Needs. General brochure (attached). Newsletter (attached). *University, SK*

☞ "We Are Able"; Preparing you for Life After School; Physical Accessibility Guide (for wheelchair and scooter users; being reprinted - will be available mid-March.) *University, BC*

☞ The Basics; Background: Disability Services Office; Fire!; location of TTY telephones at [the University]; LD.doc (documentation request information); Phys.doc; On-campus transportation at [The University's] other campus; Large print format tests and exams; Parking map; tunnel map; services for students who are deaf or hard of hearing. *University, MB*

☞ Learning Assistance Centre. *College, AB*

☞ Handbook for Students with Disabilities. *College, AB*

PHYSICAL ACCESSIBILITY: MAIN STUDENT SERVICES BUILDING -
Comments: [v30]

☞ Our campus is built on a Reserve, therefore it was only required to meet the Federal Building Codes for access. We have a totally inadequate elevator that we are told will cost (\$80,000-\$100,000) to replace. The building is leased - every year we ask for an improved elevator system! *College, BC*

☞ We are located in this building. When we and all other student services units moved into the building 3 years ago, renovations included making accessibility features mentioned above. *University, AB*

☞ We have two large city square campuses. All services/programs contained within 2 large buildings. *College, BC*

☞ You should have included 'Not Applicable' as an option - There is a difference between something which SHOULD be available and isn't versus something not present due to structural considerations (no elevator or stairs in a one story building). *College, AB*

☞ We move this spring to a slightly more accessible building - at least it has an elevator. *University, MB*

☞ Parking on the entire campus is limited for persons with or without disabilities. *University, MB*

☞ Brand new building. Note: all [The University's] buildings are interconnected so questions related to handrails, ramps, and parking are not really applicable to specific buildings. *University, BC*

☞ Difficult to answer since vast majority of our services are at a distance. *University, AB*

☞ New building - still doing work. *College, BC*

☞ Stairways textures, contrasting colours. Flooring has contrasting colours and blocks. One elevator is hands-free. Hands-free water fountains. *University, SK*

☞ Main Administration area is in the main Student Services area. *College, SK*

**cont'd... PHYSICAL ACCESSIBILITY:
MAIN STUDENT SERVICES BUILDING**
- Comments: [v30]

☒ Please note - a new student services building is currently under construction... open fall 1999. *University, QC*

☒ Elevator is claustrophobic; student in wheelchair would have to back and turn; so special services offered, however, assistance provided when obvious or needed. *University, ON*

☒ Accessibility was addressed when building was renovated in 1987. Need to obtain user feedback regarding updates required. *Cégep, QC*

☒ Indoor ramps have railing according to code, outdoor pathways do not have handrails. These comments apply to all buildings which relate to our college. *College, ON*

☒ Parking spaces are clearly identified but access into building is not easy. *College, AB*

☒ This building was constructed in the 1960s. As renovations are made, accessibility improvements have been made (e.g. installations of automatic doors at main entrance, low grade ramp to student bar, wheelchair accessible service counters in food court and wheel-chair accessible washrooms). *University, Atlantic Canada*

☒ Older buildings with lots of idiosyncracies. *University, ON*

☒ Bookstore, food services, student services, health, counselling, employment same building. *University, Atlantic Canada*

☒ Nous n'avons qu'un étage. Tous les services n'occupent qu'un édifice. *Cégep, QC*

☒ L'édifice est récent - 3 ans. *Université, QC*

☒ Ancienne bâtisse mais les nouvelles constructions tiennent compte des normes. *Cégep, QC*

☒ #10: pas spécialement adapté. *Université, QC*

**PHYSICAL ACCESSIBILITY: MAIN
ADMINISTRATION BUILDING -**
Comments: [v31]

☒ Two out of 4 doors are accessible without using stairs. The two accessible doors are not ramped because the slope is very minor and continuous with the sidewalk/walking paths. The elevator has a bell when the door opens, but does not chime as the car ascends or descends - it chimes only when the door opens. *University, MB*

☒ [The Campus] has only 2 buildings on site - both are located on level ground and easily accessible. One building is 2 floors and houses the inadequate elevator I spoke of on p.30. *College, BC*

☒ We just renovated a 100 year-old building. *University, MB*

☒ Very old building, accessibility is challenging but always worked out. *University, ON*

☒ [The Centre] in another building is special services. *University, Atlantic Canada*

☒ The [Arts Building] was built in 1991. There are excellent floor bells in the elevators in this building; there are none in the older section of the Administration Building (constructed in the 1960s). There are Braille elevator buttons in the [Arts Building, and large print floor elevator

cont'd... PHYSICAL ACCESSIBILITY: MAIN ADMINISTRATION BUILDING -
Comments: [v31]

numbers in the older section of the Administration Building. *University, Atlantic Canada*

✎ New Building - just opened this year. Many improvements. *College, Atlantic Canada*

✎ Accessible washroom has to be backed into. *University, ON*

✎ The college is all under one roof! *College, AB*

PHYSICAL ACCESSIBILITY: MAIN LIBRARY BUILDING - Comments: [v32]

✎ Regarding special services: Library staff are particularly attentive to disabled students for obvious reasons, but I'm not sure what is intended by 'Special Services' in this context. This is a one story building but there is a large mezzanine area which is unfortunately only accessible by stairway. Hence, much of the collection is not DIRECTLY accessible to the mobility-impaired. *College, AB*

✎ There are three major libraries on campus. The information above takes all three into consideration. *University, AB*

✎ Assistive computer technology service located in library. *College, AB*

✎ 1) Washroom on 100 level has automatic sensor on water and faucet and hand dryer, light switch is accessible, door is signed and has lever handle. Toilet has grab bars. Washrooms on 200 or 300 level are not wheelchair accessible; 2) elevator - braille numbers on button panel inside elevator - emergency phone does not have braille or large print label; 3) ramp on 3rd floor to access part of library collection.

The 100 and 200 levels do not require ramp and access; 4) adapted library stations on 100 level include computer hardware and software and TTY. Library stations on 200 and 300 levels are not adapted. The 100 level stations include Mac, IBM, scanners, voice, large print, and screen enlargement; 5) library staff have public service guidelines for assisting patrons with disabilities; 6) 2 lowered telephones (payphones) of a bank of 5 payphones on 100 level; 7) wheelchair accessible photocopier on 100 level. *University, MB*

✎ Library - one large area on main floor - marked related items. *College, ON*

✎ Special services are such that specialized equipment has been purchased for students with disabilities. i.e. scanner, speech output on computers, V-tek, through AV tape recorders, magnifiers, 4-track tapes, etc. *College, ON*

✎ Library staff assist patrons with disabilities (e.g. retrieving materials from the stacks, enlarging photocopied materials at a reduced rate, ordering taped books through inter-library loans, training patrons to use adaptive technology - e.g. Reading Edge optic scanner, CCTV, and to access the Internet and library data bases through large print and voice synthesizer software). White pocket tiles are located on the edge of the steps leading up to the library from the tunnels; there is an automatic door at the tunnel entrance leading up an elevator which provides access to all floors. No. 13: there are large print floor elevator numbers on the wall opposite the elevator. *University, Atlantic Canada*

✎ The main adaptive technology lab campus is located on the ground floor of [one] Library. The coordinator for special readers' services is also located in this building; an adaptive lab for students with disabilities is located in [another] library. *University, ON*

cont'd... PHYSICAL ACCESSIBILITY:**MAIN LIBRARY BUILDING -**

Comments: [v32]

☞ The library has a section for students who are print handicapped. Books are available on tape for most academic courses. *University, Atlantic Canada*

☞ La Bibliothèque fait partie du même édifice que l'administration. *Université, QC*

☞ Il y a une bordure contrastante de l'entrée jusqu' au local de travail adapté réservé aux étudiants handicapés visuels. *Université, QC*

☞ Idem à quest. 31 -> tous les services sont dans le même bâtiment. *Cégep, QC*

PHYSICAL ACCESSIBILITY: MAIN FOOD SERVICES BUILDING -

Comments: [v33]

☞ Question for you: We have the new menu brailled and accessible at cashier, and have posted a sign letting people know about it. However, it tends to be more of a laugh for sighted people because it is so ironic (someone wanted to take a picture of it and send it Jay Leno!) Do you have any suggestions? *University, BC*

☞ The primary residence's main dining hall has to be reached by an elevator that requires the customer student to travel through the kitchen. Many commercial food outlets are accessible; others are not. *University, AB*

☞ Numerous eating areas throughout campus, some more accessible than others. Lots of places around campus. *University, ON*

☞ Please refer to the information provided for the Main Student Services Building - the main food service for the

campus operates out of that building. Food services for residence students are operated out of the main dining hall in [the residence]. The service counters are accessible; an elevator provides access through the tunnel system; attention is given to special dietary needs; wheelchair-accessible parking and washrooms are available. *University, Atlantic Canada*

☞ Don't have a MAIN food services building. Student Union is largest, but most students eat in campus cafeterias. *University, QC*

☞ Same building as Student Services - note counter area. *University, SK*

☞ Recently upgraded. Much improved over original design. *College, Atlantic Canada*

PHYSICAL ACCESSIBILITY: BOOK STORE -

Comments: [v34]

☞ Some service counters are accessible. Customer service staff are available to assist. *University, MB*

☞ Re special services - any orders or special requests are handled by staff at the bookstore in a professional manner. This is not seen as 'special'. *College, ON*

☞ New bookstore adjacent to student services/administration building - uphill access from parking lot (hard for wheelchair users). *College, BC*

☞ New. *College, Atlantic Canada*

☞ Book store on main level of building. *College, ON*

☞ The manager says they try to provide special services with disabilities, and she

cont'd... PHYSICAL ACCESSIBILITY:
BOOK STORE - Comments: [v34]

welcomes all suggestions for change.
University, ON

✎ Not available because not necessary...
 entrance off flat sidewalk. *University, QC*

✎ The bookstore is on one level - no
 need for elevator /stairs. The doors to the
 entrance and exit are open when the store
 is open providing full access - no need for
 automatic doors. Bookstore staff are
 available to help them move through the
 checkouts, particularly at the beginning of
 the semester(s) when traffic is heavy.
University, Atlantic Canada

✎ Hard building to find. Not very
 accessible. *University, ON*

✎ Part of the store is inaccessible and
 their solutions for this are OK but not
 great. The store should be ramped.
University, SK

✎ Même édifice que la cafétéria.
Université, QC

✎ #11 Le librairie offre une assistance.
 #12 à 16 ne s'applique pas, les librairies
 sont sur un étage. *Université, QC*

✎ #34.3: étudiants doit se présenter à la
 porte pour entrer dans la librairie. *Cégep,
 QC*

**PHYSICAL ACCESSIBILITY: SPECIAL
 EQUIPMENT - Comments: [v35]**

✎ All equipment borrowed through Adult
 Services Program - provincially
 coordinated loan of equipment. College
 retains some - e.g. brailleur, recorder, etc.
College, BC

✎ Have an electric 'Medichair' type;

where equipment or materials are required,
 we work with other agencies to obtain
 resources. *College, MB*

✎ All of the special equipment with the
 exception of the FM amp system and
 wheelchairs is available in the 2 adaptive
 technology labs located in [both] Libraries.
University, ON

✎ Regarding software: We are presently
 investigating for purchase of several
 programs. *College, AB*

✎ When a student needs equipment we
 make application to ASP - Ministry, and
 adaptive equipment is either loaned or
 purchased for the student. *College, BC*

✎ Regarding wheelchairs: purchased a
 standing chair for loan - have electric
 wheelchair for loan. *University, BC*

✎ We've just put in a request to upgrade
 and expand our equipment to the tune of
 \$90,000 - there is a good chance we will
 get some of this. *University, AB*

✎ have 7 tty's, 6 FM systems. Software
 available (#10) at our centre on the
 computers or purchased for students
 through the bursary. *College, ON*

✎ Voice recognition; speech output
 systems; training in use of assistive
 technology; formal assessments for
 assistive technology. *College, AB*

✎ Three computer workstations with
 large screens, Dragon Dictate system,
 scanners, text reading systems. *University,
 MB*

✎ VTEK's available in several libraries;
 Perkins brailleur, 4-track tape recorder, TTY
 available in Disability Services Office on
 limited basis (tests/exams take priority for
 braille equipment and tape recorder; TTY

**cont'd... PHYSICAL ACCESSIBILITY:
SPECIAL EQUIPMENT - Comments:
[v35]**

available only during office hours); scanner available in Disability Services Office (limited use - office hours). Some classrooms and theatres are FM equipped. *University, MB*

☞ Loan Bank - Adult Services Program - Excellent services - as needed for students. *College, BC*

☞ Equipment like talking calculators are purchased when the need arises; new software for students with LDs will be purchased in the next few months (at that point we'll be 'excellent'). *University, BC*

☞ [The Centre] provides the above special equipment. The General University Lab does not. *University, Atlantic Canada*

☞ Disability Centre Computer Lab with 17" monitors, voice synthesizers, screen enlargement programs, voice recognition, reading edge machine, Franklin spell checkers, electronic pocket organizers, scanners, four track tape players/recorders, braille translation software, lap top computers with voice recognition software; Magna-cam portable CCTV, FM receivers/monitors. *University, AB*

☞ spell-checkers, adjustable workstations and accessories. *College, ON*

☞ 2 scanners -reading edge and Kurzweil Personal Reader. 3 4-track tape recorders. 2 TTYs. 3 phonic ears. 3 talking calculators. Computers with Dragon Dictate, Jaws, large print, voice output, sip and puff. TV/VCR with decoder for closed captioning. *University, SK*

☞ We have been looking into specialized software for students with learning disabilities and have not found a good one.

We would like suggestions! We do not work with students on generic study skills software we have for all students. *College, AB*

☞ Specialized equipment may be available as needed. Only have equipment when student needs it. Wheelchairs not available through college, but through other funded programs. Specialized software will be purchased this year. *College, SK*

☞ The University recently purchased another TTY. It is located in the office of Campus Enforcement and Patrol (Security) and is available on a 24-hour basis. The TTY has an answering machine with it. The university is preparing signs to advertise its location, which will be posted in key buildings. An article will be included in all campus newsletters/papers. Copies will be sent to the [province's agency for the deaf] and the provincial branch of the Canadian Hard of Hearing Association. No. 6: Students who require phonic ears/FM devices are provided with them on loan through the [province's agency for the deaf]. *University, Atlantic Canada*

☞ Equipment had been obtained mainly through outside agencies such as CNIB, for individuals, on a need basis. *College, Atlantic Canada*

☞ Wheelchairs are available in nurse's office. *College, ON*

☞ Non disponible au cégep même mais la location est possible avec le [Cégep...], collège qui nous dessert. *Cégep, QC*

☞ #8: l'étudiant a son matériel. #10: Pas l'expertise, ni personnel, pour formation. *Université, QC*

☞ Les équipements spécialisés sont fournis par un organisme parapublic aux élèves qui en ont besoin. Au collège, nous

cont'd... PHYSICAL ACCESSIBILITY:
SPECIAL EQUIPMENT - Comments:
 [v35]

avons un appareil ATS. *Cégep, QC*

☒ Nous pouvons emprunter autant d'équipement du [Cégep...]: ex. ATS/ATMS, écran 17", etc. *Cégep, QC*

☒ Emprunt de documents et d'appareils spécialisés au [Cégep...].
Cégep, QC

☒ Tous ces équipements peuvent nous être fournis par le [Cégep...] lorsque le besoin est exprimé par un étudiant. *Cégep, QC*

☒ Les équipements non disponibles peuvent être requis aux centres de Québec et Montréal. *Cégep, QC*

PHYSICAL ACCESSIBILITY:
ADAPTIVE COMPUTER EQUIPMENT -
Comments: [v36]

☒ Coordinated through Adult Services Project - external to college. *College, BC*

☒ If a hearing impaired student or vision impaired student required these services, VRDP would be approached regarding funding them. *College, AB*

☒ All adaptive equipment is arranged for, provided and maintained by SET/BC and is provided to students individually through SOG and provincial funds. *College, BC*

☒ We apply to a centralized service out of town. 'Adult Services Project' - not part of college. *College, AB*

☒ Again when adaptive equipment is needed it is provided either on loan or purchased. Our campus does have some equipment of its own. *College, BC*

☒ We have no budget. Our equipment has been purchased through provincial access grants. *University, MB*

☒ Regarding hearing-impaired software: Under investigation for purchase. *College, AB*

☒ ASP - all of above available on request. *College, BC*

☒ Regarding separate adaptive technology resource centre: no, but we have a trainer and a site which is within our department where students can use adaptive equipment. Regarding voice recognition, loaner laptops, braille displays: students can get grants to purchase some of this equipment or we can help them to borrow it in some cases. Captioning: provided upon request and for some major events we also have scanner, CCTV's; Daisypex. *University, BC*

☒ This equipment is available through the British Columbia Adult Services Project which loans students adaptive equipment. Students must make application to them and qualify for services. *College, BC*

☒ All equipment currently 'not available' would be made available through loan, government grants, or purchased. *University, BC*

☒ Zoom text available (site licence); Close View on Macs; limited software and hardware available in computer open areas; scanning, large print, voice synthesis available on 100 level in [the Library]. Braille printer (limited availability) available in Disability Services; Voice synthesis available in [another Library]. *University, MB*

☒ Students get their own equipment normally. *College, BC*

**cont'd... PHYSICAL ACCESSIBILITY:
ADAPTIVE COMPUTER EQUIPMENT -**
Comments: [v36]

✂ Adaptive technology training is available on all software and hardware. *University, ON*

✂ Internet - we do not yet have the adaptive technology for internet access. Regarding adaptive technology training, we will be implementing more training this fall - hit and miss so far. *College, AB*

✂ Again, [the Centre] provides the above adaptive equipment - the General University Lab does not. *University, Atlantic Canada*

✂ Funding is available for these items as needed. *College, SK*

✂ Most of the adaptive computer equipment/technology has been acquired through grant writing, fund raising and donations. *University, Atlantic Canada*

✂ Real-time - C-NOTE. Regarding separate adaptive technology resource centre: separate? - separate lab, but separate from what? *University, QC*

✂ Équipement spécialisée à louer par le biais de l'équipement provincial. Nous sommes toujours rattachés au Cégep Ste-Foy à ce sujet. *Cégep, QC*

✂ Voir le point 35a. *Cégep, QC*

✂ Emprunt au [Cégep ...] (SAIDE) [#36.3], Conversion fait au [Cégep ...] (SAIDE) [#36.7] *Cégep, QC*

✂ CVM: accessible via le [Cégep ...]. *Cégep, QC*

✂ à l'état de projet. Trop \$\$\$ encore. #3:

très peu de formation parce que pas de ressources. *Université, QC*

**PHYSICAL ACCESSIBILITY: SAFETY,
EMERGENCY FEATURES -** Comments: [v37]

✂ Starting to get organized in this area. *University, BC*

✂ Flashing alarms are gradually being installed in the 90-odd buildings on our campus. *University, AB*

✂ Up to faculty to assist evacuation through our SARAW program is housed on 3rd floor with 2 tiny elevators and stairwell refuge areas. Concrete building. *College, BC*

✂ In development. *College, BC*

✂ Fire safety procedures and equipment is currently being upgraded. Code Blue (emergency call stations), emergency buttons, emergency telephones are located at various locations and with varying degrees of accessibility around campus; Emergency evacuation, including some procedures for persons with disabilities are posted by elevators and emergency fire pull stations. *University, MB*

✂ We don't have a safety officer; Safety committee is presently inactive but hopefully operational again soon. *College, AB*

✂ New facility - policy being developed. *College, AB*

✂ The university's Office of Safety and Environmental Services is presently revising safety and emergency evacuation procedures for persons with disabilities. [The Centre] for faculty, staff, and students with disabilities will be invited to provide

**cont'd... PHYSICAL ACCESSIBILITY:
SAFETY, EMERGENCY FEATURES -**
Comments: [v37]

advice and feedback. *University, Atlantic Canada*

☒ Security knows where each disabled student is when in class. *Cégep, QC*

☒ Regarding flashing alarms: in the actual Atlantic Centre offices and some rooms in residence. *University, Atlantic Canada*

☒ Currently working on procedures and designating rendezvous areas for evacuation. New construction includes not audible alarms. *University, QC*

☒ We are currently reviewing our emergency procedures. *College, BC*

☒ We are receiving safety policies and procedures information to be included in handbooks for students and faculty. *College, AB*

☒ Regarding flashing alarms: will be shortly. *University, BC*

☒ Presently in the process of identifying a safety program for [The University]. *University, AB*

☒ Numerous buildings, some very old and not very upgraded. *University, ON*

☒ Nous prévoyons des stratégies dans les cas d'handicap lourd. *Cégep, QC*

☒ Exercice d'évaluation deux fois par année. *Cégep, QC*

☒ Aucune mesure spécifique pour les étudiants handicapés. *Cégep, QC*

**PHYSICAL ACCESSIBILITY: ACCESS
TO LABS - Comments: [v38]**

☒ Labs are not specifically designed to be accessible, but individual arrangements are made to accommodate each individual student. *University, ON*

☒ Adaptive computer technology in labs when students request it. *College, ON*

☒ Computer labs are all on second floor of building two, which is equipped with a very inefficient, inadequate elevator. *College, BC*

☒ Adaptive computer technology is available on demand. *University, BC*

☒ Labs and accessibility being implemented over time and as needed. *University, ON*

☒ Many of these arrangements are made on an individual basis, including accessible counters in physical sciences labs, the use of adaptive technology (including the installation of voice synthesizer and large print software) in computer labs, and individual arrangements for students to complete lab assignments/exams with academic accommodations. *University, Atlantic Canada*

☒ [The Centre] itself has an adaptive computer lab, but the university as a whole does not have any. *University, Atlantic Canada*

☒ Adaptive computer technologies may be available and others as requested. *College, SK*

☒ Sur demande, il est possible de modifier les compteurs. *Université, QC*

☒ L'accessibilité au labo est examinée au cas par cas selon fréquentation étudiant

**cont'd... PHYSICAL ACCESSIBILITY:
ACCESS TO LABS - Comments: [v38]**

handicapé. *Université, QC*

☞ Lorsque nous avons des élèves en fauteuil roulant dans un lab, nous faisons adapter un espace de travail. *Cégep, QC*

☞ Aucun étudiant en laboratoire. *Cégep, QC*

**PHYSICAL ACCESSIBILITY: ACCESS
TO ON-CAMPUS HOUSING - Comments:
[v39]**

☞ There are a number of rooms at the residence put aside each year for students with disabilities. *University, ON*

☞ Varies from building to building; some are very good others are completely inaccessible. *University, BC*

☞ We have adapted three rooms to be fully accessible. *University, MB*

☞ Attendant care not available through the university although some students living in residence have their own attendant care. *University, AB*

☞ New accessible dorms are planned. *College, BC*

☞ Regarding attendant care: provided by local community health centre. *University, QC*

☞ Flashing lights for fire alarm. Pagers for the deaf which vibrate; barrier-free suites are available - rooms would be assigned based on need. (Bad weather days present a challenge in terms of clear outdoor walkways.) *College, ON*

☞ Relatively new building. *College, Atlantic Canada*

☞ I haven't been through the units for students with disabilities yet. *College, AB*

☞ Pas de résidences sur le campus. *Cégep, QC*

☞ Numerous residences, some in historical buildings - accessibility varies, but with range of choice available, student needs are met. *University, ON*

☞ Regarding attendant care: it is up to the individual student to provide their own. *University, Atlantic Canada*

☞ Attendant care is to be provided through paid agencies. *College, ON*

☞ This information pertains to the student residences. Refer to the Campus Physical Accessibility Guide for additional information. This guide also includes information regarding the accessibility of [apartment complex]. These apartments are not wheelchair accessible. [The residence] was built during the 1960s. *University, Atlantic Canada*

☞ We do not own a residence. *College, BC*

☞ Low-grade ramps; depends on building; accessible washrooms depends on building. *University, ON*

☞ #5: pour l'entrée principale. *Université, QC*

☞ Nous ne possédons pas de résidence. *Cégep, QC*

☞ Ne s'applique pas - pas de résidence. *Cégep, QC*

☞ Nous n'avons pas de résidences sur le campus. *Cégep, QC*

**cont'd... PHYSICAL ACCESSIBILITY:
ACCESS TO ON-CAMPUS HOUSING -**
Comments: [v39]

☒ Pas de résidences. *Cégep, QC*

☒ Nous n'avons pas de résidences sur le campus. *Cégep, QC*

☒ Pas de résidences sur le campus.
Cégep, QC

**PHYSICAL ACCESSIBILITY: ADAPTED
ON-CAMPUS TRANSPORTATION -**
Comments: [v40]

☒ No charge for service. Earliest ride is at 8:15 am. Last possible ride is at 3:45 pm. Service Mon-Fri only. *University, MB*

☒ We loan out power scooters to students who have difficulty walking great distances or at regular speed. *University, AB*

☒ Not available nor needed. *College, ON*

☒ Our campus is small and we don't need "on-campus transportation". Our local Handi-Transit Co. drives right onto the campus. *University, ON*

☒ Students use municipal transportation system. *College, AB*

☒ Community Handidart doesn't run after 4:30. *College, BC*

☒ LRT - Light Rapid transit to the door - city operated service which is adapted to wheelchairs, handibus - also accessible to students. *College, AB*

☒ Again campus only has two buildings. *College, ON*

☒ Accessible Public Transit System is available in [the city] - available for

student use - wheelchairs. *University, ON*

☒ Rarely necessary. Sometimes our security people have transported or we use taxis. *University, ON*

☒ Nothing official on this. *College, BC*

☒ On-campus transportation is provided free of charge. The hours of operation are Monday through Thursday (7 a.m. to Midnight), Friday (7 a.m. to 1 a.m.), Saturday (9 a.m. to 1 a.m.). This service (which includes wheelchair/scooter accessible travel) is available to students, faculty, staff, alumni, and other campus visitors (e.g. conference delegates) free of charge. *University, Atlantic Canada*

☒ None - The campus is one city block only. *University, Atlantic Canada*

☒ No cost. *University, QC*

☒ We have only one building except for the student housing - which is across the parking lot. It could be difficult for students with some types of disability to cross, especially in winter. I do not know if there is any transportation afforded by the college. *College, AB*

☒ Pas besoins sur campus car un seul bâtiment. *Cégep, QC*

☒ Nous n'avons pas de transport adapté sur le campus. *Cégep, QC*

☒ Pas de transport sur le site. C'est l'organisme régional est responsable. *Cégep, QC*

☒ #3: Gratuit. *Université, QC*

☒ Les étudiants utilisent le transport adapté de la ville pour se rendre sur le campus. Tous les pavilions au campus sont

**cont'd... PHYSICAL ACCESSIBILITY:
ADAPTED ON-CAMPUS**

TRANSPORTATION - Comments: [v40]

reliés par les couloirs sous-terrain
accessibles toute l'année. Cela permet les
déplacement beau temps, mauvais temps.
Université, QC

PHYSICAL ACCESSIBILITY: OTHER -
Comments: [v41]

☞ Overall accessibility is pretty good
(some areas are disasters). Design of
campus can be very confusing. *University,
BC*

☞ The Campus Accessibility Advisory
Committee gives regular input to Physical
Plant, including guidelines for what
renovations should be undertaken. The
director of Services for Students with
Disabilities is consulted regularly by
Physical Plant and Planning and
Development for direction regarding
projects needing attention. Any individual
request regarding accessibility concerns is
investigated. Over \$100,000 is spent
annually towards barrier-free design and
renovations. *University, AB*

☞ Most buildings on campus are
connected by pedways. *University, Atlantic
Canada*

☞ The main campus is connected almost
entirely by a series of tunnels and
skywalks as well as mini-wheelchair
elevators and lifts. The university has a 24-
hour telephone service for reporting on-
campus physical accessibility concerns
(e.g. snow clearing, elevator repairs, light
bulb replacements). *University, Atlantic
Canada*

**EDUCATIONAL ACCESSIBILITY:
ENTRANCE EXAMINATIONS** -
Comments: [v42]

☞ Based on student's documentation -

case-by-case. *University, BC*

☞ Available upon receipt of
documentation. *University, BC*

☞ in policy but not tested overall. Some
programs may have trouble with this.
College, BC

☞ No entrance exams. *University, AB*

☞ Entrance exams are not required. We
do a placement test for adult upgrading. In
cases of disabled students, we have
accommodations (eg. longer time to write
if a student has a brain injury). *College,
AB*

☞ Admission depends on high school
matriculation or transfer marks, and most
high schools make exam accommodations
if requested. *University, AB*

☞ Have a clear policy with the Test
Centre and Admissions regarding
Accommodations for entrance exams.
College, ON

☞ These are externally managed exams
such as LSAT. NO entrance exams offered
by [the University] itself. *University, ON*

☞ Enlarged print available for mature
student-testing. Individual testing and
extended time are offered for the mature-
student testing. No braille version but oral
testing an option. *College, ON*

☞ No entrance exams except in
Continuing Education language courses.
University, QC

☞ No entrance exams for under-
graduates. *University, Atlantic Canada*

**cont'd... EDUCATIONAL
ACCESSIBILITY: ENTRANCE
EXAMINATIONS - Comments: [v42]**

☞ We deal with each case and each teacher depending on needs. *College, BC*

☞ No entrance exams. Invigilation for in-house exams available. *Cégep, QC*

☞ Accommodations are provided upon request (documentation must be provided - please refer to 19a); for example, accommodations are frequently provided to students writing the Math Skills Inventory (placement test for students who plan to take introductory math who do not have a 70% in high school math). *University, Atlantic Canada*

☞ Nous mettrions en oeuvre les mesures si des cas particuliers en nécessitaient. *Cégep, QC*

**EDUCATIONAL ACCESSIBILITY:
PREPARATION, REGISTRATION,
ORIENTATION- comments: [v43]**

☞ All of above is available on an individual basis. Orientation is integrated with orientation for able-bodied students. *University, BC*

☞ Regarding classroom relocation: generally not applicable. *University, AB*

☞ Classroom can be relocated if it is not accessible. Mobility orientation arranged through our centre. *College, ON*

☞ Students wishing to register using TTY may get help from Services for Students with Disabilities or directly from departments or registration office. Orientation is individual for all students coming to Services for Students with Disabilities followed by group orientation

at beginning of term. *University, AB*

☞ Regarding study courses: study assistance available to any student through learner services. Regarding orientation workshops: We prefer to spend as much time as possible to provide orientation - hopefully at the applicant stage if the person is able to visit the campus. *College, AB*

☞ Done by CNIB. *University, BC*

☞ Pre-registration is in policy. *College, BC*

☞ These areas would be improved by having our consultants on campus over the summer. *College, AB*

☞ Regarding pre-registration for students with disabilities: not necessary in general. Regarding study courses: Not sure what you mean. *University, QC*

☞ TTY available but a counsellor would assist with the registration process (along with ASL interpreter). Study courses and classroom relocation done at [one] campus in a workshop prior to intake; at [another] campus the students are currently integrated (disabled and non-disabled) into a success strategy workshop or are seen individually - considering a separate Headstart workshop for this campus too. *College, ON*

☞ Please refer to 'Partnerships to Access Learning' for more specific information on many of these services. Preregistration for students is arranged on an individual basis (e.g. when students require books on tape and, therefore, need to know who is teaching a particular course section and the books that will be used so they can begin the process to order the books on tape). Students will still try to register for the particular course section themselves. If necessary, [The Centre] will contact the

cont'd... EDUCATIONAL

ACCESSIBILITY: PREPARATION, REGISTRATION, ORIENTATION-
comments: [v43]

academic unit to request assistance to have the student signed into that particular section because they need to order their books on tape (i.e. considering the length of time it often takes to receive books on tape). *University, Atlantic Canada*

☞ Study courses offered to ANY student through learning centre. *Cégep, QC*

☞ The Atlantic Centre assists students with registration. All students register at the same time. There is no pre-registration for students with disabilities. *University, Atlantic Canada*

☞ We have a small school, the counselling deals with the individual according to need. *College, BC*

☞ Multiple colleges and faculties - administrative structures and systems vary as does accessibility. *University, ON*

☞ Registration can be handled on an individual, as-needed basis. *College, SK*

☞ C'est par notre service que ceci peut être réalisé. *Université, QC*

☞ #5 et #7: Services externe offert par centres le basse vision. *Université, QC*

☞ #43.7: offerte par l'autre organisme ex. INLB (Institut Nazareth Louis Braille). *Cégep, QC*

☞ Encadrement pour étudiants faibles handicapés ou non [#43.4] *Cégep, QC*

☞ 1,2,4,6 - services offerts à tout les étudiants incluant les étudiants handicapés. Il n'y a pas de procédure distincte.

Université, QC

EDUCATIONAL ACCESSIBILITY:
ATHLETIC PROGRAMS, FACILITIES
FOR PERSONS WITH DISABILITIES -
Comments: [44]

☞ Accommodations made on case-by-case basis; staff enthusiastic. *University, BC*

☞ [The Centre] is an athletic fitness centre for persons with disabilities. *University, AB*

☞ Wheelchair basketball accessible; gymnasiums wheelchair accessible. [One campus] swimming pool and squash courts not wheelchair accessible. [The pool] will be accessible when complete. Elevator access all floors. [One campus]: fair equipment - [Second campus]: good equipment. *University, MB*

☞ Students can access programs at [another college] - across the walkway from [this college] and at a low cost. *College, AB*

☞ Recreation staff give 1:1 attention to disabled students to customize recreational programming to individual needs. *College, AB*

☞ have just been given access to weight room (ALL students). *College, AB*

☞ Rely on self-initiated requests for fitness programs - equipment available for those who can exercise only certain parts of their body. *College, ON*

☞ The Tower (new athletic and recreation centre) has adaptive exercise equipment and accessibility features. *University, Atlantic Canada*

**cont'd... EDUCATIONAL
ACCESSIBILITY: ATHLETIC
PROGRAMS, FACILITIES FOR
PERSONS WITH DISABILITIES -**
Comments: [44]

☞ Modifications to existing programs are made on an individual basis for students with disabilities; some of the fitness equipment is accessible depending on the specific needs of the student (e.g. their level of mobility or size of their wheelchair); fitness consultant, life guards, and aerobics instructors are trained to consider the needs of people with disabilities. *University, Atlantic Canada*

☞ Aucun program. *Université, QC*

☞ #44.1: certains cours sont accessibles aux étudiants handicapés, ex. taichi, gym. Santé. *Cégep, QC*

**EDUCATIONAL ACCESSIBILITY:
ASSISTANCE WITH LECTURE NOTES,
ASSIGNMENTS, RESEARCH PAPERS -**
Comments: [v45]

☞ Volunteer readers service and scanning service is available to all students with disabilities. Class handouts, exams, course packs, library research materials, reserve materials are transcribed onto audio cassette, scanned onto disc, or brailled in-house. *University, ON*

☞ Staff will photocopy notes when a notetaker is not available or suitable. Proof reading is requested through Peer Tutoring. Remediation skills taught through upgrading program. *College, ON*

☞ Students are asked to help. A very small fee is paid to these students. We get \$5.00 for note-taker during one semester. *College, BC*

☞ The Learning Services Department organizes assistance on an individualized

basis depending on the request made. *College, AB*

☞ Students aiding students - work study grant. *College, BC*

☞ All can be done with enough notice. *College, BC*

☞ Through our program for students with learning disabilities, we teach students to edit, proof-read, compose, study, write exams, etc. All university students have access to an academic support centre for help with writing, study skills, math skills. *University, AB*

☞ Students may audiotape lectures using their own equipment. Students may be able to access instructor's notes and prepared overheads in some instances. Notetakers are volunteer (student picked and screened). Instructor or Disability Services staff may assist with recruiting volunteer notetaker. Student may photocopy notetakers notes at no charge in Disability Services office. Students may request NCR paper from Disability Services Office. *University, MB*

☞ Interpreters can be hired but no one is on staff on continuous basis. *College, BC*

☞ Small population, sometimes difficult to match peers with appropriate tutors. *College, AB*

☞ Again sign language interpreters, scribes can be provided by students requesting funds for same through VRDP. *College, AB*

☞ Few students, so services are individualized. Pilot team support program this year has allowed us to provide peer tutoring and more tutoring in general. *College, MB*

cont'd... EDUCATIONAL**ACCESSIBILITY: ASSISTANCE WITH LECTURE NOTES, ASSIGNMENTS, RESEARCH PAPERS - Comments: [v45]**

☞ Specialized note-taking is often provided by the funder - VRDP. We use the carbonated notepaper attached. *University, SK*

☞ Editing and proofreading currently not done; tutors seem to approach their assistance with remediation skills in mind; study skills workshops available too; educational assistants sometimes help in this way. *College, ON*

☞ Regarding other specialized note-taking services: with keyboards (alpha smart) or lap-tops. *University, QC*

☞ Photocopying assistance (including large print copies) provided at the campus library at reduced rates; editing help available through the Writing Centre; peer tutoring available through Student Housing for residence students and funded by VRDP for students supported by that program; sign interpreters have been used to a limited degree on this campus and to the best of my knowledge, there have been no requests for oral interpreters; remediation skills courses (e.g. reading/comprehension course) available through the university Counselling Centre. *University, Atlantic Canada*

☞ Atlantic Centre staff. *University, Atlantic Canada*

☞ Remediation skills, peer tutoring, etc. offered to ALL students through learning centre. *Cégep, QC*

☞ We provide these services as required by individual students. The rating system does not really make sense! *College, AB*

☞ Will provide whatever assistance is required. *College, SK*

☞ Engagement de ressources au besoin et si ressource disponible. Nous avons des budgets garantis mais pas toujours des ressources humaines. *Cégep, QC*

☞ L'élève fournit ordinairement son propre équipement. *Cégep, QC*

☞ #14 C-Note. *Université, QC*

☞ Preneur de notes, interprètes, ordinateurs portatifs, papier NCF financés par le Ministère de l'éducation. Service de tutorial non-disponible -> à développer. *Université, QC*

☞ La collège possède des services pour toute la clientèle, 1: d'aide en français, 2, physique, math, 3, chimie. *Cégep, QC*

☞ Nous pouvons utiliser les services d'interprète lorsque'un étudiant exprime ce besoin. *Cégep, QC*

☞ #45.7: CAF centre d'aide en français pour les étudiants. #45.9, 10: Interprètes envoyés par le [Cégep...] pour tous les étudiants malentendants. *Cégep, QC*

☞ Les services non disponible 5, 8, 9, 10 pourraient être offerts si la demande se manifeste. *Cégep, QC*

EDUCATIONAL ACCESSIBILITY:**TEXT-BOOK ACCESS - Comments: [v46]**

☞ Regarding on-campus large print texts, braille texts, talking books: are available on an individual basis we order this material from RFB or Crane Resource Centre in Vancouver. *University, BC*

☞ Regarding on-campus large print texts, talking books and page turners: available

cont'd... EDUCATIONAL**ACCESSIBILITY: TEXT-BOOK ACCESS**

- Comments: [v46]

through inter-library loans; service is as good as organization supplying them (sometimes 'excellent', sometimes 'fair'). *University, BC*

☞ Braille texts and large print or audiotext may be requested from Special Materials Services, Department of Education, MB government. *University, MB*

☞ Where resources are needed, we work through Provincial Education Department to obtain. *College, MB*

☞ Text Book Access is provided through our Library via Provincially funded CILS. *College, BC*

☞ Materials are ordered from provincial office as needed. *University, MB*

☞ Educational aides are employed to prepare materials in alternative format. *College, AB*

☞ Not on campus but can be brought in. *College, BC*

☞ CILS library loan service provides texts through the library. *College, BC*

☞ Our adaptive technology lab lets students access a braille printer and enlarge print through software or CCTV. The university is about to invest in an electronic text service. *University, AB*

☞ For items already in the library, service is right away. For items from elsewhere, it can be done, but takes awhile (depending). *College, AB*

☞ All transcription services and requests

ordered through other agencies. i.e. W.R.M., recording for blind, PALS, etc. In-house braille available for classroom handouts and documents. Must be ordered 2 months before class starts. *College, ON*

☞ Talking books only available with shorter documents. *University, BC*

☞ Braille and talking books available through CILS - a provincially coordinated service. *College, BC*

☞ Tape library (part of the university library) assists print-handicapped students. Atlantic Centre has a 'Reading Edge'. *University, Atlantic Canada*

☞ We have a visual-tek and computer with scanner. We access texts as needed upon demand from students. *College, AB*

☞ Assist students to order material through RFB and D. *Cégep, QC*

☞ On-demand (with notice), if text on disc. *College, ON*

☞ Braille dictionaries available; many English novels, plays, poetry (classics) available on tape; Inter-library Loans Division of the campus library assists students to order special texts. *University, Atlantic Canada*

☞ Available on request. *College, SK*

☞ Braille/talking books again usually provided by funder (VRDP). *University, SK*

☞ Taped texts (and/or braille) are ordered by our staff. Orders are made to recording for the blind in New Jersey if the above resources are insufficient. *College, ON*

☞ Location: Cégep et équipement

**cont'd... EDUCATIONAL
ACCESSIBILITY: TEXT-BOOK ACCESS**
- Comments: [v46]

provincial. *Cégep, QC*

☒ Les services sont disponibles sur demande de l'étudiant. *Université, QC*

☒ C'est très, très rare que nous avons des élèves avec des problèmes très importants de vision. *Cégep, QC*

☒ #46.2: textes traduits en braille sur demande. #46.3: livres enregistrés sur cassettes sonores sur demande. Services fournis par le [Cégep ...] (SAIDE). *Cégep, QC*

☒ A ce jour, il n'y a pas eu de clientèle pour utiliser de tels services d'accès aux documents. *Cégep, QC*

☒ Lorsque le besoin est exprimé, nous pouvons offrir ce service grâce à la collaboration du [Cégep...]. *Cégep, QC*

**EDUCATIONAL ACCESSIBILITY:
SUPPORT FOR INSTRUCTORS -**
Comments: [v47]

☒ Regarding case-by-case representation to instructors: may come from counselling or Learning Services. *College, AB*

☒ Instructional staff have handbook. Presentations made to faculty counsels [should link to BP suggestion]. New staff orientation sessions. *University, MB*

☒ Through individual student plan and course conferencing. *College, ON*

☒ Training is good, but few take advantage. *University, BC*

☒ Send letter to/or prepare a letter for student to take to instructor. *University,*

BC

☒ We also have a guide available for faculty. *University, AB*

☒ We use our [Centre] to send notifications for LD students. *College, BC*

☒ For example - instructors were contacted before start of term to advise student with hearing disability and interpreters would be in class - requested to consider when interpreters needed and any special issues i.e. showing slides, etc. So instructors were prepared and accommodating. *College, AB*

☒ More of this will be available, hopefully, if learning support program becomes fully implemented. *College, MB*

☒ Area has been neglected recently. Need to focus on in-service training for faculty. *Cégep, QC*

☒ Contact is made upon the request of the student. He/she must sign a written release of information form before any confidential information is released or discussed with the instructors or administrators. *University, Atlantic Canada*

☒ Faculty have been invited to workshops but the level of interest is low. A faculty handbook is distributed to faculty. *University, Atlantic Canada*

☒ This refers to L.D. students only. Regarding notification of need to instructors by administration: We help students notify their instructors. *University, Atlantic Canada*

☒ Certainly there is room for improvement here, in that there has not been an active PD approach in recent years. However, the attitude of most faculty is in keeping with the intent of the

cont'd... EDUCATIONAL**ACCESSIBILITY: SUPPORT FOR INSTRUCTORS - Comments: [v47]**

Ontario Human Rights Code. *College, ON*

☒ Regarding notification of need to instructors by administration: not sure what you mean? We give letters to students to give to instructors. *University, QC*

☒ Le (tout) soutien nous vient du responsable du service d'aide aux élèves handicapés du [Cégep...] dont c'est le mandat de fournir cette aide à tous les collèves l'est de Québec. *Cégep, QC*

EDUCATIONAL ACCESSIBILITY: STUDENT SERVICES FOR PERSONS WITH DISABILITIES - Comments: [v48]

☒ Usually referred out for assessments. *College, AB*

☒ Refer to URS for psych-ed testing. *College, AB*

☒ Regarding counselling, assistance with job placement and tutoring: integrated in services offered to able-bodied students. *University, BC*

☒ Assessments are done if needed and funding is applied for - NOT done at the college. *College, BC*

☒ Regarding vocational assessment - Except for assessment to determine suitable adaptive technology. Regarding assistance with job placement - We work closely with our career and placement services. Regarding tutoring - Tutoring is offered through the student's union. *University, AB*

☒ Assistance with job placement is through Placement Office. *College, ON*

☒ Students are referred to our DS

counsellor for service. *College, BC*

☒ Informal assessments are done by our counselling staff, but not full-fledged psycho-educational assessments. *College, ON*

☒ Services offered by Counselling and Career Development Centre. *Cégep, QC*

☒ Tutors charge anywhere from \$10-15/hour. English Department provides free peer tutoring. SIFC provides free tutoring. *University, SK*

☒ Vocational assessments and Counselling available through the university Counselling Centre; Assistance with job placements is available through [one Centre] for Career Development; tutoring available to students who live in residence and to those covered by VRDP. [Another Centre] assists students to locate suitable tutors. *University, Atlantic Canada*

☒ We refer externally for most vocational and psycho-educational assessments. I will be discussing job placement with career services. Tutoring is available to individuals by grants from the government, peer tutors or from our learning skills specialists - study, learning and writing skills. *College, AB*

☒ Re: oral examinations - negotiated on a case-by-case basis. Re: formula to calculate extended time - based on documentation. *University, BC*

☒ Les S.A.E. offrent des possibilités. *Université, QC*

☒ Services offerts aux étudiants en général accessibles aux handicapés. *Cégep, QC*

EDUCATIONAL ACCESSIBILITY: EXAMS, COURSE REQUIREMENTS -

Comments: [v49]

☒ Understaffed to provide complete support for exams. *College, AB*

☒ Degree of accommodation/cooperation varies with program. *College, MB*

☒ Accommodations vary, depending on each instructor. Generally instructors are very supportive. *College, BC*

☒ Use time-and-a-half as standard, with some exceptions. *University, AB*

☒ Modifications of course/program requirements are rarely done in terms of diploma credit requirements and consideration of alternative credits. The approach taken is to provide accommodations to allow people to obtain the required credits. *College, ON*

☒ These arrangements are made on an individual basis based on documentation. Modifications of courses and program requirements are made on an individual basis. Students are expected to meet essential program/course requirements. *University, Atlantic Canada*

☒ We do not have private rooms, but we find them as long as the student gives us enough time. *University, SK*

☒ We provide the accommodations for exams as identified in assessments for each student individually. The number of students we have at a given time will determine the degree of difficulty in providing readers, writers etc. How this is provided also depends on the students following through with their responsibilities i.e. presentation of need and documentation in a timely manner. *College, AB*

☒ Nos étudiants handicapés ne sont pas des cas lourdes. Nous n'avons pas eu, jusqu'à présent, à mettre en place des services, mais, si tel cas se présentait, mon rôle serait de les mettre en place. *Cégep, QC*

☒ Le collège, sur demande, répond le plus possible aux demandes. *Cégep, QC*

☒ Les seuls cas d'élèves handicapés à ce jour qui avaient besoin d'aide pour leur cours demandaient le service de prise de notes et selon les besoins pour chaque cours, pouvaient demander parfois du temps supplémentaire pour certains examens. *Cégep, QC*

ACCESSIBILITY PROGRAMS: ADMINISTRATIVE SUPPORT, POLICY -

Comments: [v50]

☒ Policy in progress. *College, BC*

☒ What is missing is the commitment by the institution to employ "x" number of individuals with disabilities providing that individual meets the requirement of the position. *College, BC*

☒ New policy being written. *University, BC*

☒ Because we have relatively few disabled students, we don't have much of an overt institutional commitment. We very much work along the lines of ad hoc responses to individual students - for instance, we may only have one deaf student in a year, so we wouldn't have a 'program' as such. *College, AB*

☒ Some faculty/departments are great; others are sometimes difficult. There is no one who has adequate time. Coordinating services in an add-on to my role as Dean and Registrar. There is no budget. *University, MB*

**cont'd... ACCESSIBILITY PROGRAMS:
ADMINISTRATIVE SUPPORT, POLICY**
- Comments: [v50]

✂ All DS funds come from grant money. Without separate grant money, service would disappear! *College, BC*

✂ We are writing a general policy. Draft #1 submitted. We have had few seriously disabled students so no programs, in-service has been developed. *College, AB*

✂ I have recently come into the position as coordinator of the Learning Skills Centre, which houses the services for students with disabilities. We are working on clarifying policy through guidelines and will be publishing this in the fall. With all the changes and developments we are making, and my newness to the college, I don't feel I can answer this section. *College, AB*

✂ Regarding a policy that covers specific disabilities: a policy is in the works. *College, Atlantic Canada*

✂ The administration is very committed to accessibility for students with disabilities. The university is currently finalizing an institutional policy for students with disabilities. In general, faculty/departamental cooperation is extremely good. In such a time of financial restraints, the university endeavours to do its utmost to create an accessible learning environment. Many enhancements cannot be made as quickly as one would like because of lack of financial resources. *University, Atlantic Canada*

✂ University is supportive overall ([The Centre] has operated since 1985; university staff has paid attention to accessibility issues since 1960s). *University, Atlantic Canada*

✂ Faculty have been cooperative for the

most part in providing accommodations. A draft policy regarding ALL disabilities is in progress. *College, ON*

✂ Policies and procedures - #1 priority for 1998-99! *Cégep, QC*

✂ An overall policy on access for students is available through brokering institutions and universities. All services available when needed. *College, SK*

✂ Regarding policy that covers specific disabilities: Not necessary. *University, QC*

✂ Le collège a une certaine expertise professionnelle pour qu'ils dispose la formation technique en éducation spécialisée. *Cégep, QC*

VOLUNTEER SERVICES: - Comments: [v51]

✂ The Learner Services Department can provide paid or volunteer tutors. *College, AB*

✂ Not necessary; work study pays students to do things they might otherwise volunteer for. *University, BC*

✂ Readings onto tapes are completed in a timely manner; two notetakers per student per class, exam writing support, etc. We never have a shortage of volunteers - they are very dedicated. *University, AB*

✂ Not allowed by our union, except student volunteers in classrooms. *College, BC*

✂ Can access volunteers through community agency. *College, AB*

✂ Not an extensive roster - but a very reliable one - voluntary reader. *College, ON*

cont'd... VOLUNTEER SERVICES: -
Comments: [v51]

✂ We do not rely heavily on volunteers as we believe students should not be dependent on volunteers but should have access to paid help. *Cégep, QC*

✂ We have a Student Volunteer Bureau on campus. It operates a volunteer reader program for students with disabilities. It also provides volunteers for such programs as fall/winter orientation, campus tours, etc. We have no difficulty recruiting volunteers. Many students who are doing social work and education have done practicums at [The Centre]. *University, Atlantic Canada*

✂ Only use volunteers for reader service. *University, QC*

✂ We use in-class volunteer note-takers - see attached carbonated notepaper. *University, SK*

✂ Un petit budget est disponible pour l'engagement de preneurs de notes, actuellement le seul service offert vu les besoins. *Cégep, QC*

✂ Sur demande. *Cégep, QC*

**EXTERNAL/COMMUNITY
ACCESSIBILITY: LIAISON WITH -**
Comments: [v52]

✂ Meet with Regional Special Education Advisory Committees from school boards, have an External Community Advisory Committee and Learning Disability Advisory Committee. *College, ON*

✂ Vocational Rehabilitation Services in BC and in particular, our area, has undergone significant changes in the past couple of years - in general their service is extremely inadequate. *College, BC*

✂ Small town - not many such services available locally. *College, AB*

✂ Colleges in the lower mainland send representatives to regular meetings to discuss common concerns. *College, BC*

✂ Regarding public schools: Not necessary... *Cégep, University, QC*

✂ [The Centre] has an excellent working partnership with the disability-related community agencies in [the Province]. Many of these groups are represented on our Advisory Committee (i.e. the Dean of Student Affairs Advisory Committee for Students with Disabilities). *University, Atlantic Canada*

✂ CCDI reps are very good at sharing tips etc. on the list server. High schools student service staff are consulted about particular students. *College, ON*

✂ Pas été nécessaire car handicap peu lourd jusqu'à maintenant. *Cégep, QC*

**EXTERNAL/COMMUNITY
ACCESSIBILITY: TRANSPORTATION -**
Comments: [v53]

✂ There is no public transit in the community or on campus. *College, AB*

✂ Adapted transport organized by handicapped association. *College, BC*

✂ Small campus - only one building. *College, MB*

✂ Costs for para transpo same as regular bus pass. *College, ON*

✂ \$4.00/ride. *College, BC*

✂ Bus pass at same rate as everyone else. *Cégep, QC*

cont'd... **EXTERNAL/COMMUNITY ACCESSIBILITY: TRANSPORTATION** - Comments: [v53]

☞ Individuals are responsible for booking 'access-the-bus'. *University, Atlantic Canada*

☞ Transit on campus not necessary, since all services are in one building. *College, SK*

☞ The public transit is good as far as using it and the cost. I don't know how available it is. *College, AB*

☞ The main campus is connected almost entirely by skywalks, tunnels, wheelchair elevators and lifts; accessible public transit is provided by [the city's] Para-Transit System - students are often dependent on the company's schedule; Costing of [the city's] Para-Transit System is \$2.50 each way (in and around [the city's] area). Other companies, which are not subsidized by [the city], are considerably more expensive (e.g. \$16 each way). *University, Atlantic Canada*

☞ Adaptive transport on-island is poor. *Cégep, QC*

☞ Aucun transport offert. *Cégep, QC*

☞ Selon le programme des prêts et bourses. *Cégep, QC*

☞ Transport adapté géré par l'organisme régional. *Cégep, QC*

☞ Coût du transport public adapté est le même que transport public régulier. *Université, QC*

In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

University, SK

① Upon registration of a release of information form by a letter he/she can be provided with a letter for their instructor(s) identifying needs and requesting availability of documentation.

② Adapted/specialized equipment. This provides access to the web, library system, courses, activities, programs, etc.

③ Physical accessibility. As a whole, our university is quite accessible for wheelchairs and/or scooters. We have designed special writing tablets in larger lecture theatres for students who use a wheelchair or scooter.

College, SK

① Special funding allocated year by year to meet special needs.

② Well-equipped career centres - Computers adapted to special needs.

③ Students receive individual counselling support, small class size enables one-on-one instructional support; a strong literacy support network.

College, AB

① Individual contact with students and coordination with instructors and other services within the college. We are a small institution, thus it is more feasible to know the instructors and students quite well. The consultants do an excellent job of getting to know the individual students and have built up the respect of instructors.

② We are housed within the Learning Skills Centre so that students with disabilities can have more coordinated support from the Disability Services Consultants, the Learning Skills Specialists - this is especially important to the students with learning disabilities.

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

- ③ Contact me next year after I've had a year to implement changes and evaluate them.

University, AB

① Academic Accommodations Policy - clearly outlines the academic accommodations process, roles and responsibilities on the part of both the students, the instructor and the institution - outlines appeal mechanism - provides clear parameters.

② The Disability Resource Centre, its programs, services and staff.

③ Senior level commitment to creating an accessible learning environment.

College, AB

① Peer tutor - because we have staff persons to administer funds, and because it is a recognized service.

② Teacher accommodations - with some instructor. We have staff person to coordinate. We are a small college. Some instructors will make every effort to assist students.

③ Exam accommodations - same as #1.

University, Atlantic Canada

① Model of Service Delivery - [The Centre] is responsible for coordinating on-campus services for students with disabilities in partnership with faculty, staff, students and the university administration. As such, disability accommodations and services are a university-wide (shared) responsibility. This has led to greater disability awareness within the university and more effective cost-sharing among university departments in terms of providing services and

accommodations to students with disabilities. [The Centre] awards annually to an individual or group for excellence in disability accommodations. Past recipients include the Computer Science, Chemistry and Physics Departments, faculty, staff and students.

② [The Centre] receives its operating budget from the university - This signifies the university's long-term commitment toward providing services and accommodations for students with disabilities. When external funding is received (e.g. HRDC/DPPP), the university has not reduced [The Centre's] budget proportionally. The additional funding is used to run special projects (e.g. to create publications for students, faculty and service providers; to purchase adaptive technology; and to operate our high school to post-secondary transition program for students with disabilities). In times of financial restraints, we are constantly striving to be creative in terms of 'doing more with less'.

③ Creation of the Dean of Student Affairs and Services Advisory Committee for Students With Disabilities. It was established when [The Centre] opened in January 1992. It includes representation from key service areas (e.g. Admissions Office, Student Affairs and Services, Computing and Communications, the Library, and Facilities Management); students with disabilities; and various disability-related community agencies (e.g. CNIB, Canadian Paraplegic Association, Co-ordinating Council on Deafness, and the Ability Works Employment Agency). This infrastructure provides [The Centre] with expert advice on issues related to students with disabilities. It has strengthened our working relationship with key groups on campus and in the community who are instrumental in terms of assisting [The Centre] to co-ordinate services and programs for students with disabilities. It has also increased [The Centre] profile on campus and in the community. The committee meets at least

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

twice a year and more often, when necessary.

College, Atlantic Canada

① Our campus is relatively new and improvements to the older portions of campus are being made. We are in a learning mode, due to our relatively young age as an institution. Greatest improvements have been made to the physical facility itself - Accessibility.

② Tutoring services.

University, Atlantic Canada

① Presence of [the Centre] on campus (as one of the Student Services components) to provide a centralized program of services.

② This university is a small one, and therefore generates more easily a cooperative atmosphere (faculty, administration, students). Also, the President himself is an advocate of accessibility and this filters down.

University, Atlantic Canada

① [The Centre] is our most successful service for students with learning disabilities. Its staff are very well trained, its funding is relatively stable and its range of services is comprehensive.

University, QC

① Model of service delivery - approach based on social model of disability and student services Student Development model. Very inclusive, student-directed service; good levels of student involvement in office at service provision level.

② Technology Centre -state of the art equipment/computer lab/professional support and training. Also acts as meeting place/self help peer support environment

for students. Feasible loan policy for portable equipment.

③ Individualized exam services - very popular with students, faculty and administrators.

Cégep, QC

① Adaptive technology and support readily available - updated - user friendly.

② Many faculty knowledgeable and willing to accommodate to students needs. This partially due to fact that they have a large number of students that we serve.

③ Building accessible.

Cégep, QC

① Services of disabled students. I advocate for all of our disabled students. We are funded only for hearing, vision and mobility impaired, but I widen the services for learning and medical disabled.

③ Our technology is 'up-to-date'; we 'level the playing field' in as many areas as necessary.

College, ON

① Services for Students with Disabilities - if a student encounters any type of problem, then our staff does everything in their power to ease/correct/alleviate the situation. We take the time to answer questions and to help.

② The counsellors and staff of the tutoring are very helpful and empathetic to all the students needs and concerns.

③ Registrar's Office - it is most accommodating to all students and are very concerned about helping individuals with disabilities in accessing programs and education.

University, ON

① The services provided by people. Because they are the most effective and they're friendly. This includes special needs

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

office, Registrars Office, library, etc...

② Technology available - e.g. the Reading Edge, etc., etc.

③ Physically, our institution is a centralized one, generally with no need to go outside to change classes, go to the library, etc. Very important in winter!

College, ON

① I think our Learning Support Services area is a very useful support. Students seem to benefit greatly from the services and feel quite comfortable going to LSS.

② Students with disabilities are all seen by counsellors for identification of appropriate accommodations and are monitored (by the counsellors). They are seen each semester to ensure that their needs are being addressed.

③ Faculty are very willing, for the most part, to provide accommodations recommended by counsellor. They are very supportive generally-speaking.

College, ON

① Academic support - accommodations excellent GPS and below general population withdrawal statistics.

② Counselling - as above.

③ Peer services - usage statistics - student satisfaction.

University, ON

① Disability Services.

② [Two of the campus] Libraries.

③ Certain residence buildings.

University, ON

① Special Services to Persons with a Disability - offers a broad range of supports and services, psychologists, OT, counsellors available to support students - student-centred.

② Libraries - all have staff dedicated to serving persons who have disabilities.

③ Adaptive Technology Resource Centre - state-of-the-art hardware and software trainers and technical experts, offers equipment assessment, assistance with selecting/purchasing, training in use.

College, BC

① Centre for students with disabilities offered assistive devices, to assist student in reaching their education goals, and after accommodations.

College, ON

① Admissions process.

② Physical access.

③ Attitudes.

College, ON

① Adaptive Technology and Training Centre: a centre set up with various pieces of technology (e.g. CCTV readers, scanners, speech and enlargement software, comfortable chairs and tables). This area is used primarily for testing, which is a number one accommodation for students with disabilities. It is also available for student use and quiet study.

② External Advisory Committee: this is made up of outside agencies, i.e. Canadian Hearing Society, Canadian National Institute for the Blind, as well as representatives from the local boards of education and representatives from the Disability Services Office. The primary focus of this information exchange - i.e. New developments and changes in the community and boards and application policies and procedures for students.

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

③ [Committee]: recently struck this is an internal committee made up of representatives from various areas of the college including physical services, planning, scheduling, computer services, parking and representatives from the Disability Services Office. The primary focus of this group is to ensure that disability issues remain at the forefront of any planning taking place on the college campuses, e.g. Construction of a new wing (access issues), scheduling of classes in portables, modifications in student computer labs (hardware and software implications on adaptive technology, etc.). Our goal is to be proactive instead of reactive to any given circumstance.

College, ON

① We have an agreement with Admissions - when student has current documentation about a learning disability, counsellor verifies out our assessment summary form. We meet with the chair of that program to discuss why candidate would be successful given appropriate accommodations (see attached).

② Once a week a psychiatrist is available at [The College] for students with mental health disabilities, covered by OHIP. Also once a week an M.D. who specializes in adults with attention deficit disorder and Turrettes sees students. Both are very busy.

③ Excellent assessments for students with learning disabilities are available through our centre. Recommendations are made for college success and accommodations. Equipment is purchased through the bursary for students with disabilities. Services provided by our centre.

University, ON

① [The University's] campus is small,

compact and easy to navigate - snow removal (etc) is minimal and usually completed by 7:30 a.m. (classes don't start till 8:30).

② Special Needs Office encourages all students with disabilities to visit the campus long before they actually arrive. We set visitors up with a campus guide who has the same disability (or close to it) as the visitor.

③ We (in the Special Needs Office) work very closely with our faculty members and solicit their input whenever we can - over the last 8 years, they have become much more aware of, and interested in students with disabilities.

University, ON

① Access Centre philosophy and genuine belief in the rights of individuals with disabilities to a full and broad education delivered in a dignified manner - treat students with respect and as independent adults - encourage individual responsibility for education - our role is to help facilitate the students obtaining their goals - to act as a resource rather than a director.

② [The University's] faculty and staff do their best towards the integration of all students.

③ Lots of relevant auxiliary support staff service available on campus (i.e. Study Skills Workshops; Counselling and Development Centre, Writing and Method Centre, Tutor Registry, Recreation Centre) and positive linkages between the Access Centre and these services.

University, ON

① Physical accessibility of the campus enhanced by the Access Fund. This fund, cost-shared between university administration and the student government provides \$100,000 dedicated to improving physical access to the campus each year - tunnels and general campus accessibility.

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

② 24-hour Attendant Services Program in residence - program is unique in Canada, allowing students with high levels of care to access university education.

③ Academic Accommodation Access - including assessments, documentation and comprehensive system for receiving accommodations (extra time; equipment; alternative format) for tests and exams.

University, MB

① Our senate policy works very well and is almost unanimously supported by academic and administrative staff. It allows individualized accommodation initiatives.

② Faculty members, with very few exceptions, are supportive of students with disabilities and are willing to provide appropriate accommodation. Support staff also provide service - library staff, residence staff, etc.

③ We are small, friendly institution. Students with disabilities seem to find it a comfortable environment for study and participation.

University, MB

① The willingness of certain departments, faculties, and instructors to look at individual need of some students with disabilities, and adapt programs to enhance student access and success.

② Disability Services Office (assistance for students).

③ Library Services for students with disabilities.

College, MB

① Individual attention - we have very few students with disabilities on campus, and

are a small campus, so can provide individual services.

② General willingness of instructors to provide service - although this varies with the program and instructor.

③ Small size makes accessibility easier.

College, AB

① Academic accommodations particularly exam accommodations. We have well-developed documented procedures that assist us in providing effective accommodations.

② Individualistic funding procedures have been developed to the extent that most required accommodations are funded fully. Allows us to ensure that student needs are met.

③ Assistive computer technology service fully equipped lab, in library, assessment and training services, partially cost recovery.

College, AB

① Openness to accommodation for LD.

② Coordination of sign language interpreters, payment of and organizing for classes.

③ Ability to refer for funding to VRDP to assist students in obtaining services they are entitled to and often not aware of.

University, AB

① Exam writing accommodations.

② Coordination of interpretive services

③ Program for students with learning disabilities.

College, AB

① Willingness of various departments to work together to find unique, appropriate help for individual disabled students. We

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found that other students are usually VERY supportive.

② We have a 'Transitional Vocational' program for special needs adults. Apart from providing a good service for them, it helps keep the rest of the college more aware of the needs and perspectives of special needs persons.

③ Sidewalks are in good repair and there is a high priority on keeping them clear of snow.

College, AB

① Small size of college allows for personal attention to students' specific needs.

② Assessment services provided and recommendations made for intervention/assistance.

③ Peer tutoring.

University, AB

① Because of our distance delivery system, access is rarely an issue. We can accommodate mobility impaired students easily.

② Some of our building access (rental facilities) is poor for wheelchair access.

College, AB

① Instructors **EXTREMELY** cooperative with accommodation requests and very supportive of students - small community - instructors are here because they want to be, not just for the job.

② Advocacy/liaison with other agencies - small community and great relationship with agencies.

③ Successful services - in general college-wide (four campuses). Dedicated staff willing to go the 'extra mile' to ensure removal of as many barriers as possible.

University, BC

① Individual and personal help.

University, BC

① [The Centre] tries to meet all student's needs. Students can drop in anytime, often without an appointment and really feel supported. We are also trying to interpret more of the services, so that students don't have to go to six different places to gather info - i.e. academic advising, FA, the Centre, etc.

② This institution is still small enough that students are seen as individuals and not as numbers. Our relationship with faculty is excellent and [the Centre] enjoys a good reputation among staff and faculty as a resource base.

③ Overall (except for parking) [the University] is a very accessible campus, physically. We have worked very well with facilities to look proactively at renovating washrooms, substituting different liquid soaps, buying hepa-filters for vacuums, installing railings, braille signage, etc.

College, BC

① [One campus] is very physically accessible to all.

② Services for students with disabilities is very accessible and easy for students.

③ ASE programs are responsive to community needs.

College, BC

① All services coordinated through counselling office - totally integrated - less stigmatizing.

② Specialized equipment, books, etc. provided by a provincially coordinated

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

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service so that it isn't too burdensome on individual institutions (financially). Also, better for student - more current technology available.

College, BC

① [one] campus offers a number of first and second year academic courses. It is a cohesive, supportive environment and an excellent transition to the larger campus. Students with disabilities have an opportunity to "ease" into a post-secondary setting and find out what works for them.

② Generally very accessible physically - except for elevator!

③ We offer part-time program for people with a history of mental health disability or a head injury who are wanting access to post-secondary students are in the program for a year preparing to move to regular classes the following year.

University, BC

① Notetakers and exam accommodations - process for requesting is very straightforward.

② Adaptive equipment lab.

③ Support for students with LDs.

University, BC

① [Centre] for students with disabilities. We have in my opinion one of the most up-to-date resource centres with excellent access to equipment and knowledgeable staff.

② Good policy on accommodation. While at times criticized, I believe our policy strikes a good balance between the various and at times often opposed philosophies in terms of service provision.

③ Campus accessibility is, when you compare to other campus in Canada, excellent. Still room for improvement, but 5 year plan is addressing these issues.

College, BC

① Intake and educational planning plus transition supports (my responsibility). I bring them in - then refer to others, so access is classified, once students are admitted.

② Our Achievement Resource Centre (ARC) refers good study skills workshops and courses for all students.

③ The availability of several specialists to offer support and services to SWD.

University, BC

① Talking book production in-house; easy access to services - large volunteer staff.

② Commitment from senior administration to core funded disability services and committed, qualified core staff involved in direct services and cultural change.

③ Innovative services and training: access to technology and training provided on technology; alternate format training; access to captioning.

Cégep, QC

① Les services pédagogiques, et l'équipement services aux étudiants sont 3 services concernés et leur approche et leur sensibilisation ne causent aucun problème. Au contraire, leur collaboration est toujours assurée et diligente. Les enseignants-es, les gestionnaires et le personnel en général répondent toujours aux attentes, aux demandes "spéciales".

Cégep, QC

① L'accès physique aux locaux du Collège.

② L'ouverture des enseignants à trouver des moyens concrets d'aider les étudiants handicapés.

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

③ La disponibilité des aides pédagogiques individuels à faciliter l'insertion des étudiants handicapés et les assister dans leur cheminement scolaire.

Université, QC

① Service d'Accueil et d'informations. Nous offrons un encadrement, facilitons les documents en médias alternatifs et les contacts avec les professeurs. Les étudiants sont rencontrés individuellement afin de connaître et évaluer leurs besoins.

② Programmes d'aide financière offerts par le Ministère de l'éducation. Cette aide est essentielle. Les responsables au Ministère collaborent étroitement avec nous afin de soutenir les étudiants.

③ Soutien informatiques. Les développements ont permis l'acquisition de matériel qui facilitent le travail scolaire des étudiants. Les développements sont récents et ont été possible grâce à des subventions du Ministère de l'éducation.

Université, QC

① Les services aux étudiantes et aux étudiants handicapés de [l'université] offre un bon soutien. Ce soutien est très personnalisé et le support humain est très important, autant avec l'étudiant que les membres du personnel de [l'université].

② Le centre de soutien technique. Grâce aux subvention de Ministère de l'éducation, l'équipement technologiques est bien.

③ La majorité des professeurs et des membres du personnel sont très ouverts face aux étudiantes et aux étudiants handicapés. Ceci facilite grandement le support entre nos services et ces personnes.

Cégep, QC

① Petit collège donc accessibilité très concentrée: un seul bâtiment.

② Peu de cas de personnes handicapées. Donc, tentons de répondre aux demandes et besoins le plus possible tant qu'ils demeurent réalistes.

Cégep, QC

① Considérant le fait que nous sommes un petit collège dans une région semi-rurale, nous avons très peu d'élèves handicapés qui requièrent des services spéciaux d'aide. C'est le service de prise de notes (le seul) qui est présentement offert et dispensé au niveau de l'assistance académique comme telle. Ce service semble répondre vraiment à des besoins spécifiques de deux de nos élèves actuellement.

② L'autre aspect est relié de l'accessibilité physique de notre établissement. Les aménagement ont été fait de manière à faciliter l'accès physique externe et intérieur de notre collège.

Cégep, QC

① Prise de notes pour des paies: la collaboration et l'aide affrontées pour les étudiants dits "normaux" aux étudiants handicapés permettant une ouverture d'esprit et une connaissance de la "différence".

② Les interprètes envoyées par le [Cégep...] rendent la vie plus facile aux étudiants malentendant et facilitent leur intégration dans le milieu (surtout pour les nouveaux). C'est un lien entre les étudiants et l'administration.

③ Transcodage en braille, enregistrement de livres sur cassettes sonores etc. Sont indispensables pour les aveugles. Le [Cégep...] (SAIDE) collabore étroitement avec nous.

Cégep, QC

① L'accessibilité a des services

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

personnalisés via la personne ressource au Collège.

② La volonté d'accueil & d'intégration des étudiants handicapés parmi la population collégiale.

③ Accessibilité physique des lieux répond assez bien aux besoins de la clientèle.

Cégep, QC

① Étant donné le marché très restreint d'élèves handicapés, nous essayons de répandre individuellement aux élèves en termes de présence, de ressources humains et matériel. Un encadrement et un service personnel est assuré pour les processionals, les coordonateurs de programs et pour les professeurs.

Cégep, QC

① Service d'interpretariat, service rodé, stable, efficace. Fonctionne sur des roulette.

② Service de prise de notes. Bonne participation des profs au choix d'une preneur de notes. Fiabilité des élèves preneurs les notes.

③ Service d'accompagnement aux déplacements. 54.4: Temps alloué aux examens lorsque pertinent.

In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

College, BC

① Trades programs are becoming more responsive/controlled by external bodies, i.e. business, government regulations, and as a result are becoming less accessible.

Big problem.

University, SK

① Not all entrances have door openers.

② Handicapped parking could be improved in some areas.

③ Stairwells in some buildings could be better identified. As well as some washrooms made more accessible.

College, SK

① Limited training opportunities in small communities.

② Limited funding support for lower academic reading levels between literacy program and Basic Educational level.

③ Staff have not had a lot of experience with a wide range of learning difficulties, in most cases.

College, AB

① For some years these services have been provided rather ad hoc. We are working at coordinating and integrating the services into regular college life - and the Learning Skills Centre.

② Budget!

③ Again, contact me next year when we've had a year to pull services together.

University, AB

① Physical access - large campus, many buildings built at different times in the institution's history - not accessible - limited number of accessible washrooms - not available with all buildings, etc. etc. etc.

② Differential levels of awareness, knowledge and commitment to the principles of an accessible learning environment - although strong senior level support - still operating with diminished human and financial resources regarding

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v55]

ability to provide top of the line services.

- ③ Volunteer program.

College, AB

① Finishing - making washrooms wheelchair accessible - i.e. no inside door handles, no lower paper, no sink changes. Reason is that some changes being made such as changing door, moving toilets.

② Have developed a plan to install automatic door opener on every major building. Reason - Vice President who supports the need.

③ Installing elevators - taken 7 years to get one installed. Reason cost, little need.

University, Atlantic Canada

① Due to financial restraint, there is only one full-time service provider for students with disabilities. Ideally, there should be additional full-time staff including a learning disabilities specialist who can provide diagnostic testing in the area of learning disabilities. At the moment, students have to arrange such testing in the community at their own expense.

② Ideally, the campus could be made more physically accessible (e.g. more automatic doors, low pressure doors, chair lifts, mini-wheelchair elevators, handrails, and strips on the edges of the stairs). During the 1980s, the university received dedicated funding from the provincial government to make physical accessibility improvements on campus. This funding no longer exists. [The Centre] asked the university to dedicate a lump sum amount out of its capital budget for accessibility improvements, beginning in 1998, to continue on a yearly basis. Faculty, staff, and students with disabilities have been

asked to prepare a priority list in terms of which improvements they would like to see made first, assuming funding is allocated.

③ Ideally, more adaptive technology and equipment should be made available on campus (e.g. voice recognition software, loaner laptops, talking calculators, and adapted keyboards). The Dean of Student Affairs and Services Advisory Committee for Students With Disabilities has recently established an ad-hoc committee to look into fund-raising initiatives to update the university's adaptive technology bank. In fact, almost all of the adaptive technology acquired for the university has been done through grant writing, fund-raising, and through donations.

College, Atlantic Canada

① Need to liaise more with outside agencies.

② more in-house education required in regards to students with disabilities.

③ Develop a long-term strategy and set of policies to deal with our special needs students.

University, Atlantic Canada

① The accessibility and programs for students with disabilities is poor. The university will try to help, but is not equipped to do this efficiently and effectively. However, it has not been asked to do so, as we have had very, very few students with disabilities (other than L.D.) come to [the University].

University, QC

① Evacuation procedures - Involves cooperation of too many other staff. Old buildings - no refuge areas built in. For distribution of flashing alarms. We are working on all this.

② Faculty workshops - not enough staff and time to do this and faculty also not interested in this - very presumed. Wish we could think of a way of doing this but

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

can't. Deal with issues in an individualized basis with faculty.

③ Poor distribution of students across programmes. Master in Arts - then Education Science, Medicine, Law. Almost none (three) in Engineering etc. Wish more students were interested and qualified for a wider variety of programmes.

Cégep, QC

① Lack of institutional policies and procedures - depend too much on good will. Should be role of task force with service taking initiative.

② Students need assistance to reactivate student association. Could serve as a user group for giving feedback.

③ Limited physical space for invigilating exams. Computer space cramped.

Cégep, QC

① Not enough parking.

② The building is huge and dates from the early century. Sometimes we find areas of non-accessibility, but once it is discovered, the situation is corrected.

③ The **WORST** problem is with public transportation. Adaptive transport service is **AWFUL!**

College, ON

① Some difficulty with computing services, although the individuals are very knowledgeable, it takes a while before they respond to any problem situations.

② Some difficulty with security and parking... again, the response time is slow at times.

③ On the whole, the college reviews all its services and tries to correct and improve access and services on an ongoing basis.

University, ON

① Physical accessibility is adequate, but could always be better.

College, ON

① Pre-registration of disabled students. Many part-time courseloads and part-time students are only permitted to register once full-time students have loaded on. This is usually just a few days (sometimes one week before classes start). Timetable production difficulties are the root of this problem.

② Sometimes it is difficult to find out which textbooks are going to be used early enough for WRMS to provide alternative textbooks. Why - teachers assigned late to course or just have not identified what text yet.

③ Occasionally the teacher has not been identified soon enough to allow an early enquirer to be introduced or to allow for preparation of taped textbooks. This happens less often these days but can still be a nuisance.

College, ON

① Physical Accessibility - funding limitations.

② Remediation - not enough opportunity.

③ Equipment - funding limitation.

University, ON

① Food and Services.

② Some residences.

Loyalist College, ON

① Transportation.

② Socialization.

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

College, ON

① Peer Mentoring Program - not enough manpower available to support and maintain a successful program. Involves a great deal of co-ordination, unfortunately, staff very busy and unable to provide the support required to ensure this program's success.

② Student Support Groups - again not enough manpower, also students did not seem very committed to the group.

③ Information Sessions - applicants with disabilities have demonstrated over and over again that they prefer to meet with a consultant one-on-one to discuss programming and disability-related issues, as opposed to the large information group structure of a session.

College, ON

① We have no student-lead support services for students with disabilities, or student advisory groups. We have tried in the past, have not been able to get students to attend on a regular basis. We do not have student reps on our advisory groups.

University, ON

① Financial stability of the institution has adversely affected the funding, services, programs, particularly related to staffing at the special needs office.

② Some elevators on campus need upgrading... curb cuts, doorways, hills... some are still problematic.

③ Attitudes of SOME professors and staff can limit a student's chance for success... mostly non-visible disabilities.

University, MB

① With limited funding and on an older

campus, we can improve physical accessibility only in small bits. We need elevators, doors, better ramps, etc. Our physical plant does its best to improve things, but we can not do the needed overhang.

② Qualified ASL interpreters are not available in [The Province] and are prohibitively expensive to bring from [The City]. Our deaf students rely on speech reading, notetakers, FM systems.

③ We need a staff position whose role is the overseeing of special needs services. My administrative assistant and I just lack the time to do anything beyond maintaining what's in place (we do all the exam accommodation, for example). We also need a budget allocation for such services.

University, MB

① Coordination of services targeted at persons with disabilities. Staff and students are handled separately in some instances (e.g. computer support, parking).

② Decentralization of budget funds for access initiatives, renovations.

College, MB

① Lack of policies - makes it difficult to require instructors to provide accommodation in those instances where they are not inclined to cooperate.

② Limited resources - very little staff or physical resources to provide technology, instructional support to teachers, training etc. - Limited number of students with a given disability also make it impossible to provide current technology.

③ Learning disabled students have been most difficult to serve - partly from awareness perspective and partly because no academic support program existed. If the pilot program established this year continues, this area will improve.

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v55]

College, AB

① Perhaps information sharing between students and instructors. Although it is effective in many instances, it is not consistent.

② Science laboratory accessibility. We have a very accessible campus but science labs were not designed with access in mind. However, no student has yet identified a problem with the current situation.

③ Determining reasonable accommodations for and responding effectively to students with chronic medical and/or mental illness concerns, particularly with respect to classroom attendance and time lines.

College, AB

① More understanding and clarity needed regarding accommodation for LD students.

College, AB

① Because many of our programs are geared for physically demanding careers (equine management, beekeeping, carpentry, heavy-duty mechanics), we don't actually attract great numbers of disabled students. So, we don't have a designated 'infrastructure' to accommodate those who do come.

② Our campus is huge - small college in a small town - but we are REALLY spread out. Relatively harder for a mobility impaired person to get around.

③ We have been in retrenchment budgets and outright cutbacks (21% over 3 years) for about the last 10 years and more to come. All departments are really getting squeezed - so, as our consciousness of the needs of disabled students grows, the

resources are progressively shrinking!

College, AB

① A drawback of being a small community is it is hard to keep on top of the latest adaptive equipment/software - spend a lot of time searching for answers and only work part time.

② Understaffed - provincial government won't increase funding, therefore sometimes hurting services for students.

③ Physical accessibility in new institutions disappointing; much NOT done to code (parking stalls on steep slope, no drop down curbs for some, ramps too steep - key requirement for elevator - therefore not truly accessible).

University, BC

① No support from government or government agencies. All legislation is written in such a way that the resources go to public institutions. As a private institution, we get no help. So, not only do our students pay for the entire cost of their education, students with disabilities have the support they received from the government cut if they decide to attend [The University]. (Funding is not available from the government or its agencies to the university or the individual. It makes things very difficult.) Consequently our ability to fund and sustain a strong program for students with disabilities is very difficult.

University, BC

① Parking - close by - as this institution is growing, distances between students services offices and classrooms are unmanageable for some physically impaired students.

② Policies and Guidelines - no clear pathway through these as to which one applies in a particular situation.

③ Integration of our services with the one's on a provincial level. Our student demands come first with 2 staff-members

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

per 500 students and a coordinator 1 day a week our resources are stretched and we often don't fully connect with other institutions and provincial initiatives.

College, BC

① Interpreting services is currently separate from other services. Shouldn't be - better coordination of services would result.

② Currently, Assistant DH responsible for coordination, also has other responsibilities. It would be better coordinated by someone whose only job is to coordinate services for students with disabilities.

College, BC

① Lack of services/programs for students with a learning disabilities - the campus offers a large adult basic education program we tend to get mature students who were not successful in school generally because of some kind of learning disability/difficulty. There is inadequate support/in-service for instructors on strategies for teaching these students.

② Because of the size of our campus we are unable to offer anymore career or vocational programs - presently we offer some vocational programs off-site but managing the support to students with disabilities at off-site locations is difficult.

③ As a smaller, regional campus we do not have equal access to resources that the larger campus does. i.e. scanner, etc.

University, BC

① Areas of some buildings completely inaccessible.

② Resistance of instructors in science faculties to accommodate hidden

disabilities.

University, BC

① Transition programs are not available due to lack of funding.

College, BC

① Administrative commitment - i.e. dollars from institutional budget made available to offer/provide services to students with disabilities.

② Administrative commitment to access for SWD. This is due to alterations to courses and programs requested by SWD. Also SWD are often underqualified and fail.

③ I believe it's because of time needed and high cost of individualized service provision; Also, lack of faculty in-service by my colleagues to ensure adequate accommodations are provided. This is due to lack of time.

University, BC

① Communicating with high schools and junior high schools.

② No comprehensive and current physical access guidebook/data base; no firm, centralized control over building accessibility in new construction; plans with access considerations often not followed/adjustments made during construction.

Cégep, QC

① La reconnaissance de la variété de moyens disponibles pour venir en aide aux étudiants handicapés.

② Une analyse des besoins étreiquée cherchant des réponses "passe partout".

③ Difficulté importante à cerner une problématique, à poser le bon diagnostic et à prescrire les bonnes solutions.

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

Université, QC

① Aucune formation auprès des membres du personnel n'est offerte. Il y a peu de sensibilisation qui se fait.

② Il est certain qu'en ayant seulement de 15 à 20% du temps à consacrer à cette clientèle, il y a certains aspects qui sont négligés. Mais, il faut relativiser par rapport au nombre de personnes inscrites à l'université.

③ Aucun service n'est mis en place actuellement pour les étudiants ayant des troubles d'apprentissage. Le Ministère de l'éducation ne reconnaît pas cette déficience mais le reconnaîtra sûrement viendra pour la prochaine année. Il faudra instituer services spécifiques.

Cégep, QC

① Vielle construction, ce qui fait que nous avons adopté les lieux mais une pente parfois ne respecte pas les normes, pas de portes électriques, toilette pour fauteuil roulant parfois difficile d'accès (ex. fauteuil électrique).

② Une construction ajoutée au bâtiment principal y est plus difficile d'accès pour une personne en fauteuil roulant. Besoin de sortir à l'extérieur pour y avoir accès car 7-8- marches à descendre sans ascenseurs.

Cégep, QC

① Actuellement, les services, programmes ou aspects de notre établissement répondent adéquatement aux besoins des élèves handicapés que nous avons actuellement.

Cégep, QC

① La signalisation et les adaptations physiques pour les aveugles pourraient être améliorées.

② Laboratoires non adaptées.

③ Sports peu accessible.

Cégep, QC

① Aucune mesure de sécurité ou d'urgence pour nos handicapés.

② Aucune aide pour les étudiants qui présentent des troubles d'apprentissage.

③ Place à améliorer des lieux physiques. Absence de bénévolat face à certains besoin identifier par la clientèle handicapée.

Cégep, QC

① Aide aux élèves handicapés visuel parce que très peu d'expertise.

Appendix Three: Student Open-Ended Responses

All open-ended comments and responses to survey questions were fully transcribed, with minimal changes made to preserve or clarify the sense of a comment. Where a word or phrase could not be made out, bracketed ellipsis points - [...] - have been added.

To protect the anonymity of respondents, we have attempted to change any references within a comment that might identify its source. Where, for example, the name of an institution, a building, a centre, or a city were included, we have attempted to replace these with another bracketed, non-specific reference - e.g. [the city].

To provide some context for understanding comments, the type of institution (e.g. college, university, Cégep) represented and the province or region are provided. In addition, student responses include the types of disabilities identified by the student.

Student Open-Ended Responses

Depending on your disability, are there any aids or services which you would use but do not have access to? If yes, what are they? [v7a]

✎ Monitoring "coaching" program to help keep on track. Study skills workshops individualized to students with ADD/LD. As I was diagnosed in university, I didn't get the typical services students may get in elementary/high school, i.e. help with study skills. *Learning Disability; University, QC*

✎ Conference room chairs very uncomfortable; desks also required in some. Cannot access all elevators with key assigned for elevator use. Not enough parking spaces to accommodate special needs users. *Mobility impaired (lower back injury); College, ON*

✎ I wish there was a quiet dimly lit area, just for people like me, to use to help reduce the severity of a migraine or control a migraine. *Medical disability (Migraines); College, ON*

If yes, why do you not have access to these aids or services? [v7b]

✎ For the number of disabled students attending [The University], there is not enough adaptive technology provided or combinations of that equipment (e.g. closed circuit television and computers with voice synthesizers or large print programs). *Blind/Visually impaired; University, Atlantic Canada*

✎ Our university has some excellent services for students with disabilities (e.g. computer lab, laptops to borrow, note takers, etc.) but very poor other student services such as help with study skills (even for students without disabilities who might find them helpful). We do have

workshops for multiple choice exams, etc. but nothing very extensive. Having attended 2 other schools prior to this [University], I have used the study skills counsellors' services there and have found them to be more accessible to students (and they have more resources devoted to helping students, i.e. more staff). *Learning Disability; University, QC*

✎ Just found out by chance I was eligible for books on tape. Didn't know service was available. Wish I had found out sooner. *Mobility impaired, Learning Disability; College, BC*

✎ I was informed at [The University] that there was no funding for scribing and that my documentation was not specific enough about this service, even though I had documentation to show that I needed this service for high school provincial exams and that this was a service I received at [another College]. *Learning Disability; College, BC*

✎ Again present key cannot operate all keyed elevator entrances. Poor parking habits and restricted parking spaces for handicapped do not allow enough room for all. Some rooms do have special chairs but often when they are requested, request is ignored or cannot be fulfilled. *Mobility impaired (lower back injury); College, ON*

Did you choose this school on the basis of [reasons other than those specified]? [v15a]

✎ I am a visiting student from [another University]. I was having difficulties relating to my disability which were affecting me academically. I have only been definitively diagnosed since being in British Columbia. I came here (before knowing with certainty what my disability was) to try to find my niche/happiness/achievement capabilities,

cont'd... Did you choose this school on the basis of [reasons other than those specified]? [v15a]

as my experience at [another University] was not gratifying for me. I chose [this University], after coming here on summer holiday in 1996. *Learning Disability; University, BC*

Do you require modified building features or special transportation services to attend school [other than those specified]? [v24a]

☒ Automated doors (better access). Wide hallways -- narrow hallways cause others to jar me and this is very bad for my spine. *Mental health, Medical disability; College, ON*

☒ In my program (BSc OT) we must complete practicums (i.e. fieldwork). These locations must be accessible. *Mobility impaired; University, ON*

Do you need any assistive aids or services or special equipment to pursue your studies [other than those specified]? [v25a]

☒ I currently use some home support and I need an exercise rehab trainer and counsellor, really, to keep up sufficient stamina and concentration to succeed with university work in the face of my chronic illness. *Medical Disability; University, BC*

☒ [The College] did not have any of the adaptive aids I needed and my success was due in large part to the fine support staff there. *Blind/Visually impaired; College, MB*

☒ Not a full-time student because of eye strain. *Blind/Visually impaired; University, BC*

Is there an office on your campus that coordinates services for students with disabilities?... How have you accessed

these services? [v26c]

☒ I went to disability services before I was accepted. I called the school and met with the teachers. I decided if I liked their services before I decided to go to the school or not. *Learning Disability; College, ON*

Are you required to pay for any of the services for students with disabilities that you access on your campus? If yes, please describe: [v27a]

☒ If I apply through Disability Services for funding, then I am required to apply for grants and bursaries that are taxable income. *Deaf/Hard of hearing; University, MB*

☒ Pay for tutor. *Learning Disability; University, QC*

☒ Elevator key. *Mobility impaired; Cégep, QC*

☒ Note taking paper, Note taker, Tutor. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

☒ Our DSS office now requires students with disabilities to pay for final examinations. I believe the money goes toward paying invigilators, and apparently, the student is reimbursed by the Quebec government via the Allowance For Special Needs, but the fact is that we are now charged for taking exams. *Blind/Visually impaired; University, QC*

☒ Transcription to large print 7 cents/page. *Blind/Visually impaired; University, AB*

☒ Pay for large print and tapes, covered under VRDP in Alberta. *Blind/Visually impaired; College, AB*

cont'd... Are you required to pay for any of the services for students with disabilities that you access on your campus? If yes, please describe: [v27a]

✎ Research assistance very expensive. *Mobility impaired; University, BC*

How did you become aware of the services offered to students with disabilities at your educational institution [other than ways specified]? [v28]

✎ A person from Services for Students with Disabilities came to one of my classes to recruit note takers for another student and I got the address. *Medical Disability; University, AB*

✎ It was difficult finding the right person to talk to with my disability, which was identified back in grade one, i.e. communication difficulties and not being able to get things down on paper. So it took time and perseverance to finally get the right person. *Learning Disability; College, ON*

PHYSICAL ACCESSIBILITY: MAIN STUDENT SERVICES BUILDING -
Comments: [v30]

✎ Les ascenseurs ne vont pas jusqu'au dernier étage. *Déficiences motrice; Université, QC*

✎ [The University's] Unicentre holds main library, main eating facilities, main student services, bookstore. Elevators so small they hold only one wheelchair and one other person. *Mobility impaired, Medical Disability; University, ON*

✎ There doesn't seem to be a lot of disabled students at [The University], therefore the campus does not seem well equipped for these students. *Blind/visually impaired; University, Atlantic Canada*

✎ The automatic doors in the buildings often do not work during the hours I am there. Are they turned off? *Mobility impaired; College, MB*

✎ The university is not barrier-free design; in fact, it is an accessibility nightmare. Example, engineering building and science complex and professors' offices. *Mobility impaired; University, MB*

✎ Les boutons de l'ascenseur ne sont pas accessibles, trop haut. *Déficiences motrice; Cégep, QC*

✎ [Elevators] should have flashing light for the deaf. *Deaf/Hard of hearing; College, ON*

✎ Student services are spread out over 2 campuses. While most are accessible, some are not unless I ask someone from Disabled Students Office to help me, e.g. use of typewriter: up a flight of stairs, no wheelchair access. *Mobility impaired; University, QC*

✎ L'accessibilité est adéquate mais SEULEMENT à la bibliothèque et non dans cet édifice. *Cécité/Déficiences visuelle; Université, QC*

✎ À l'entrée avant il y a une place ouverte pour livrer la marchandise (camion) une seule bande jaune indique qu'il y a un trou de 3 pieds, c'est très dangereux. *Cécité/Déficiences visuelle; Cégep, QC*

✎ Avoir besoin des ATS publique. *Surdité/Personne malentendante; Cégep, QC*

✎ For the most part services such as elevators equipped with floor bells and braille print, special services for students with disabilities, accessible washrooms, etc. actually exist but are very poor except

cont'd... PHYSICAL ACCESSIBILITY:
MAIN STUDENT SERVICES BUILDING
 - Comments: [v30]

in one building, which I hardly use, [The Library]. The university is very inconsistent. *Mobility impaired; University, ON*

☒ For physically disabled, excellent. For visually impaired, needs improvement. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

☒ Special services [for students with disabilities] from depts other than Special Services (e.g. Admissions and Awards) is not even available. *Medical Disability; University, ON*

☒ Outdoor lighting definitely needs to be brighter in certain areas of campus. *Blind/Visually impaired, Medical Disability; University, ON*

☒ I believe that a student with physical difficulties could not survive on the campus at [The University]. It is not accessible. *Learning Disability; University, Atlantic Canada*

☒ Our Student Service Centre and Financial Aid offices are located in the Library Building, which also contains: one of two university libraries, our downtown campus book store, and ten or so floors of classrooms, (mainly for Graduate courses), many faculty and department offices, and other university services. Our university doesn't have a separate building dedicated to student services, and in fact, some specialized student services, such as the Peer Helpers, and Health Services, among many others, are located in other buildings and annexes located within walking distance from the two main downtown university buildings (the level of accessibility of these other buildings range from good, where the offices are located in major office buildings, to poor, where the

offices are located in converted houses with stairs only access). Moreover, some services, including the Office For Students With Disabilities, International Student Services, and others, are located in the main campus building across from the Library Building. Finally, we do have another campus, which has little to no student services which means that students with disabilities who have classes strictly at that campus, must come downtown to gain access. *Blind/Visually impaired; University, QC*

☒ Older building. *Mobility impaired; University, Atlantic Canada*

☒ [The University] is definitely not an institution that even tries to accommodate students with physical disabilities. It's horrible. *Learning Disability; University, ON*

☒ Considering [The University] is a small university, it does an excellent job of making accessibility as good as it can be. *Mobility Impaired; University, ON*

☒ Wheelchair ramps in some buildings are too small for powered chairs. *Blind/Visually impaired; University, Atlantic Canada*

☒ Most heavy crash doors are propped open to facilitate easy passage. *Mobility impaired, Deaf/Hard of hearing, Blind/Visually impaired, Speech impaired; University, ON*

☒ Les porte d'entrée: ouvre seulement un côté, donc ce n'est pas correct pour handicapé physique, car cela a un difficulté d'entrer. *Surdité/Personne malentendante; Cégep, QC*

☒ Quelques toilettes ne sont pas adapté adéquatement. *Déficiencie motrice; Cégep, QC*

**cont'd... PHYSICAL ACCESSIBILITY:
MAIN STUDENT SERVICES BUILDING**
- Comments: [v30]

☒ Coloured strips don't stay on stairs very long. *Blind/Visually impaired; University, NB*

☒ Due to the age of many of the buildings, adaptations and safety features are poor, if available at all in many areas. *Blind/Visually impaired; University, Atlantic Canada*

☒ The elevator is always breaking down and they change the key system every year, so it's hard to get a key for the next year because the place is down stairs. *Mobility impaired; College, ON*

☒ Overall rating is 6 out of 10 because automatic doors don't work all the time. *Learning Disability; College, ON*

☒ I believe all the existing buildings were built before society decided to take care of people with disabilities. *Blind/Visually impaired; University, QC*

☒ Indoor lighting is horrible in hallways. Very dark. *Deaf/Hard of hearing, Blind/Visually impaired; University, QC*

☒ The campus has no real need for an elevator system. [Note: Recreation centre has an elevator.] *Mobility impaired; College, AB*

☒ [The Campus]: Very poor access; high risk safety, especially at night. *Medical Disability; College, BC*

☒ There needs to be a lift in one of the accessible washrooms for students who need it. *Mobility impaired; University, AB*

☒ If students with disabilities have a disabled sign that they paid for, the parking

should be free. You should not pay twice. Walkways not shovelled in winter; makes it very dangerous. *Other; University, BC*

☒ Have found continued difficulty with stairway access, in all areas of school. *Blind/Visually impaired; College, AB*

☒ These areas are improving rapidly after successful lobbying resulting in a five year strategy with funds. *Mobility impaired; University, BC*

☒ Elevators always full and used by non-disabled during class changes. *Mobility impaired; University, AB*

☒ I believe this building was designed with people with disabilities in mind. [The Centre for SWD] is located here. *Other; Loss of fine motor control; University, BC*

☒ The braille in elevators I have not always noticed, and floor bells are not always accurate. *Learning Disability; College, AB*

☒ [The University] is on a hill and you have to plan class location. There are ramps but by the time you use them all you end up walking miles. *Mobility impaired, Learning Disability; College, BC*

☒ [The College] is only one building. There is only one ramp and that is in the parking lot to the basement entrance. [The College] elevators: students refuse to grant wheelchair bound students right of way to elevators. Ergo, wheelchair bound people are **always** late for their classes. *Blind/Visually impaired, Dyslexia; College, AB*

☒ Parking changes with need each semester. Ramps: Large gaps in cement; bumpy ride. Doors: very heavy to open,

**cont'd... PHYSICAL ACCESSIBILITY:
MAIN STUDENT SERVICES BUILDING**
- Comments: [v30]

slow to close. No hygiene products available in handicap washrooms. Aisles; not enough room to enter instructor's office. *Mobility impaired, Learning Disability; College, BC*

☞ In the main washrooms the stalls are okay but with a wheelchair cannot get to the sink to wash hands. The elevator and getting from one building to another is very difficult. *Mobility impaired; College, AB*

**PHYSICAL ACCESSIBILITY: MAIN
ADMINISTRATION BUILDING -**
Comments: [v31]

☞ I have some breathing problems; What I don't like is that... the elevator in one section only goes to the second floor. I have to get off, walk a great distance to access the main elevator to continue to the third floor. *Medical disability (Migraines); College, ON*

☞ Part-time student so seldom use administration building. Problem with focusing, therefore, elevator numbers, etc. hard to determine. Bright lighting rather than their size is more important to me. *Blind/Visually impaired; University, ON*

☞ Need large print numbers on all classroom doors. *Blind/Visually Impaired; University, ON*

☞ The main administration building is very old and the only elevator is accessible to staff. You must get someone to bring you upstairs. The elevator is in a tiny (ancient) shaft. The building is scheduled for renovation. I'm looking into whether this covers a new elevator. *Mobility impaired; University, ON*

☞ Avoir besoin des ATS publique.
Surdité/Personne malentendante; Cégep, QC

☞ The School of Graduate Studies and the Undergrad Admissions building are inaccessible (e.g. stairs). Special Services will make arrangements to have a "runner" or I make arrangements by phone. *Mobility impaired; University, ON*

☞ Physical accessibility is not a problem for me personally, but I can see where there are potential problems. Frankly the state of the buildings at [The University] is bad even for those of us without physical disabilities. *Learning Disability, Medical Disability; University, ON*

☞ On all buildings ramps and automatic doors tend to be at the back of the building and are either hard to find or get to. *Learning Disability; University, ON*

☞ The main registration office is completely inaccessible to any person in a wheelchair unless assisted up an extremely steep ramp from behind, or being given the key to a low level lift by a security guard. The lift is ALWAYS off and no person in a wheelchair (unless they are extremely low level paraplegic) could negotiate the ramp. I've never seen anyone able to do it. Power chairs even have trouble because of its steepness and narrowness. *Mobility impaired; University, ON*

☞ School has no walkways; elevator bells not loud enough; Administration office is being remodelled and moved to first floor. *Learning Disability; College, ON*

☞ This building is only accessible through the staircases, no other access. Counters are almost 56 inches high; lines are always long; no place to sit. It is simply horrible. *Medical Disability; University, ON*

cont'd... **PHYSICAL ACCESSIBILITY:**
MAIN ADMINISTRATION BUILDING -
 Comments: [v31]

☒ Admissions and registration are done by phone and mail. *Mobility impaired; University, MB*

☒ Registrar's offices (which include Financial services) at [the University] is an extremely inaccessible building. *Mobility Impaired; University, ON*

☒ At [The University] all of our buildings are connected. Parking access in almost all areas. *Mobility impaired; University, MB*

☒ Parking always taken by cars without proper ID; Only two accessible washrooms that everyone (ie. able-bodied students) uses. *Mobility impaired, Learning Disability; College, ON*

☒ Should have more and better parking spaces for handicapped parking. *Mobility impaired, Medical Disability; College, Atlantic Canada*

☒ Again, the Administration Building on our campus is dated and lacks adaptive technology. There is however an annex of recent construction which does have accessibility features such as two elevators with braille and floor bells, wing door handles and accessible washrooms. *Blind/Visually impaired; University, Atlantic Canada*

☒ No ramp on main door. Stairs outside have no marks; dangerous for visually impaired students. Registrar's office not too accessible with wheelchairs. *Blind/Visually impaired; University, Atlantic Canada*

☒ Quand je demande une information, il arrive que je ne comprends pas (ou n'ait pas entendu!) Le premier coup donc je fais répéter la personne. Des fois, elle s'énerv

ou est bête et moi ça me met soit en colère ou mal à l'aise... *Surdité/Personne malentendante; Cégep, QC*

☒ Lobby/waiting areas have no chairs (to rest). *Mobility impaired; University, QC*

☒ Il y a des grosses améliorations à faire pour que ce cégep soit accessible à toutes personnes handicapées. Le stationnement est identifié mais toujours utilisé par d'autre personnes que les handicapés. *Déficienne motrice, Déficienne de la parole; Cégep, QC*

☒ There are a number of older buildings at [The University]. 65-70% of the buildings on campus are either converted homes or buildings built during the 1960s. *Mobility impaired; University, Atlantic Canada*

☒ We are dealing with an old building that doesn't seem to have been upgraded much in the last few years. *Blind/visually impaired; University, Atlantic Canada*

☒ This is a small campus but I have noticed that the administration goes out of its way to accommodate students with disabilities even though it is so small. *Other-Neurological; College, BC*

☒ [The College] expanded and built an addition called Student Service Building. I found the doors hard to open so I just used the automatic door openers. *Deaf/Hard of hearing; College, BC*

☒ The outside lighting can be frightening as it tends to get very dark. The automatic doors often do not open. They are quite heavy for someone as small as I am to push open. *Other-Post Brain Injury; University, BC*

☒ There needs to be a full size elevator not a small one so this area can be

cont'd... **PHYSICAL ACCESSIBILITY:**
MAIN ADMINISTRATION BUILDING -
 Comments: [v31]

accessible. *Mobility impaired; University, AB*

✎ This building needs an accessible elevator added and is likewise part of the Access Audit and have many problems addressed. Question is when. *Mobility impaired; University, BC*

✎ Student services and main administration are in the same new building now. The new building is full of plastic and glue fumes - which are uncomfortable and even too much for those of us with chemical sensitivities. I hope it degasses soon. *Medical Disability, Other; University, BC*

✎ If you want to go from the third floor of the Admin Building to the third floor of 105 building you have take the elevator down to the main floor, go across 106 building and go outside to building 105 and go up to the third floor. Or you have to use the elevator in building 106 to the second floor, go across a walkway to building 105 and then take the 105 elevator to the third floor. *Mobility impaired; College, AB*

✎ There should be lights close to the stairs outside. *Other; University, BC*

✎ Need more outdoor lighting. *Mobility impaired; University, BC*

✎ It's an old building; the stairs outside are small and I don't think that there are coloured strips. The doors are narrow but there is an automatic door. *Blind/Visually Impaired; University, AB*

✎ Must move furniture to get into financial services office. *Mobility impaired, Learning Disability; College, BC*

✎ No lower counters for service. Area congested at times, difficult manoeuvring. *Mobility impaired; University, AB*

PHYSICAL ACCESSIBILITY: MAIN LIBRARY BUILDING - Comments: [v32]

✎ Libraries have modified photocopiers for disabled students. *Mobility impaired; University, MB*

✎ Library book stacks are horrible. Makes browsing impossible if in a wheelchair. *Mobility impaired, Medical Disability; University, ON*

✎ There are two main library buildings. One is more modern (adapted) than the other. In both cases, library aisles are narrow, hardly wheelchair accessible. There are often stools and other obstacles blocking the path. *Mobility impaired; University, QC*

✎ The downtown library (the one for which I scaled) is part of a larger building that contains other facilities. Within the library itself, is the Media Centre, there is a limited amount of equipment, including an out-of-date scanner for the Blind, and a computer I believe, both of which, the staff is unaware of how to use. In terms of specialized services, if you are registered with the Disabled Student Services, you can renew books by phone, however anyone can now do that, along with a host of other library related activities via the Internet connection to the library's computer system. None of the CD-ROMS or other computer equipment, available to other library users, are accessible to persons with disabilities. In fact, the main online catalogue terminals are on high counters, higher than many in wheelchairs could reach with ease. Finally, it should be noted that [The University] has two libraries, the main downtown library, and the [second] library, which has the bulk of

cont'd... **PHYSICAL ACCESSIBILITY:**
MAIN LIBRARY BUILDING -
 Comments: [v32]

the collection of books that those taking classes at the campus would need access to. This building has some major access problems. *Blind/Visually impaired; University, QC*

☞ [The library] is excellent and is the exception to the general rule here in terms of physical accessibility. *Learning Disability; University, ON*

☞ The outside lighting surrounding all buildings is horrible. The Municipal Affairs Commission is working on increased lighting. Haven't seen any yet. *Mobility impaired; University, ON*

☞ In general, handicapped parking is not enforced. *Mobility impaired; University, MB*

☞ The Access Centre only recently was able to get us adapted services in the library. This has only been in place for about two years. *Learning Disability, Medical Disability; University, ON*

☞ Main entrance ramp is very steep and the tunnel way door is buzzer activated by the librarians. It's very heavy, making it almost useless for those in wheelchairs unless you are strong in the upper body. *Mobility impaired; University, ON*

☞ Limited access to research materials; no special supports in place except adapted computer for accessing library database and scanner. *Blind/Visually impaired; University, Atlantic Canada*

☞ Computers for CD ROM and Catalogue aren't in large print. *Blind/Visually impaired; University, ON*

☞ Workstations -- Computer with scanner and voice. No wordprocessor and no computer with Internet access for research which has adaptations. *Blind/Visually impaired; College, ON*

☞ People must get special key to get to 4th and 5th floors. *Mental Health Disability, University, ON*

☞ Ascenseurs fonctionnent à clé; très difficile d'utilisation et trop étroits - allées entre les rangées de livres sont trop étroites. *Déficienc motrice; Université, QC*

☞ Elevators not in all areas. The ramp is at back/side of building and is winding and also steep. Basically, it is difficult to use. Automatic doors usually open one at a time (so you can get stuck between doors). *Medical Disability; University, ON*

☞ [The Library] is relatively new and is in many ways technologically advanced for non-disabled students. But for disabled students, there is only one CCTV, one computer with voice and large print, and one text-reader, all located in one over-used, over-crowded room. The only saving grace is the staff who are willing to do what they can to help. *Blind/Visually impaired; University, Atlantic Canada*

☞ The Accessibility Centre is excellent, as is the staff. *Medical Disability; University, ON*

☞ There is a special door that wheelchairs use to go into the library. You have to ring a bell to get someone to open it. A lot of times they make a big deal about it, so I rarely go into the library. *Mobility Impairment, Learning Disability; College, ON*

☞ Stationnement éloigné. *Déficienc motrice; Cégep, QC*

cont'd... PHYSICAL ACCESSIBILITY: MAIN LIBRARY BUILDING -
Comments: [v32]

☞ There is no elevator to reach the main entrance, from the communicating level (basement common with university centre), to enter the library. You must climb stairs or exit the building and go around the block to take one of the ramps. *Other; University, ON*

☞ Very helpful staff makes life easier at the library. *Blind/visually impaired; University, Atlantic Canada*

☞ Doors are always open. Parking space has to be bought and the library is far. *Learning Disability; College, ON*

☞ The elevator is hidden. *Blind/Visually impaired; University, NB*

☞ There is very dim outside lighting all over the campus, especially near and on the way to the parking lots. *Multiple disabilities; University, BC*

☞ There is no library. At [the school] one has to leave the building, cross over to the [...] Centre and then continue on to the Public Library. *Blind/Visually impaired, Dyslexia; College, AB*

☞ Long ramps up then down not covered. Automatic doors not working most of the time; plus second set of doors with rail gate right behind it - hard to manage both. No accessible washroom. Not enough room between aisles especially if another student or step stool is in aisle. Shelves too high or low for easy access. Adapted stations all at the back of the library away from everything. *Mobility impaired, Learning Disability; College, BC*

☞ [The Campus]: Parking and access to building very poor. Campus on steep

hillside. Major mobility challenge. *Medical Disability; College, BC*

☞ Some libraries have tiny elevators. Outdated and hard to manoeuvre with scooter. *Mobility impaired; University, AB*

☞ They are currently building a new elevator because I have had a lot of problems with the stair lift. *Mobility impaired; College, AB*

☞ A building far too small for number of students at [The University]; only token accessible workstations. *Mobility impaired; University, BC*

☞ Library is not accessible. I usually access through the Internet. Resources are sent to me through the mail/courier. *Mobility impaired; College, AB*

PHYSICAL ACCESSIBILITY: MAIN FOOD SERVICES BUILDING -
Comments: [v33]

☞ Small print on menu board. *Blind/Visually impaired; University, ON*

☞ [The Centre] has recently been renovated and, aside from being crowded, it's a nice place to eat. *Blind/visually impaired; University, Atlantic Canada*

☞ One of the older buildings on campus. [The Centre] was not built with disabilities in mind, and while it was renovated in recent years, only so much could be done and there is a great deal more upgrading required. *Blind/Visually impaired; University, Atlantic Canada*

☞ Accessible washrooms if you can find them. *Mobility impaired; University, ON*

☞ Parking is not allowed near any of the buildings in the core of campus. It is a

cont'd... PHYSICAL ACCESSIBILITY:
MAIN FOOD SERVICES BUILDING -
 Comments: [v33]

traffic-free campus. *Deaf/Hard of hearing, Learning Disability, Acquired Brain Injury; University, ON*

☒ Food services is a big room on our campus. Elevators and washrooms, though they are not right there, are nearby. The lack of elevators and washrooms does not compromise accessibility. *Mobility impaired; University, MB*

☒ Couloirs très large mais pas des signaux dans les ascenseurs. *Cécité/Déficience visuelle; Université, QC*

☒ Areas are not very roomy and it would be difficult to move a wheelchair around in there in the lineups. *Blind/Visually impaired; University, Atlantic Canada*

☒ Not easily accessible by the blind; very confusing place to the sighted, let alone the blind. *Blind/Visually impaired; University, ON*

☒ Three different main food services on the first floor plus a bar. One has to get around to get to them. Easily accessible. *Learning Disability; College, ON*

☒ Excellent elevator. Voice indicates the floor and services on that floor. *Mobility impaired; University, ON*

☒ No parking area for this building. *Blind/Visually impaired; University, NB*

☒ The elevator is always breaking down. It is a freight elevator and is unsafe. *Mobility impaired; University, BC*

☒ If the service staff know you then you can get assistance, otherwise food and condiments inaccessible. *Mobility*

impaired; University, BC

☒ Tables are available and marked for wheelchair use; nice, big, round tables. *Mobility impaired, Learning Disability; College, BC*

☒ Highly congested area. Difficulty manoeuvring with scooter among other students. *Mobility impaired; University, AB*

PHYSICAL ACCESSIBILITY: BOOK STORE - Comments: [v34]

☒ Difficult to access interior with wheelchair (too congested). Signage not good -- too small to look for books for your courses. *Blind/Visually impaired; University, Atlantic Canada*

☒ There are no elevators in the bookstore. All of the buildings are, in my opinion, poorly lit on the outside. *Blind/visually impaired; University, Atlantic Canada*

☒ L'espace est très restreint dans la librairie, ce qui me pose des difficultés à circuler dans les allées de la librairie. *Déficience motrice; Université, QC*

☒ The bookstore on campus is a part of the library and is located in the basement. It shares many of the same problems as the library. *Blind/Visually impaired; University, Atlantic Canada*

☒ Manque d'espace flagrant. *Déficience motrice; Université, QC*

☒ Part of main campus building; Not very accessible - narrow entry. No accommodation during peak times: we had to stand in line like everyone else. Special Needs was willing to have someone help us but not really practical. *Mobility impaired; University, ON*

cont'd... PHYSICAL ACCESSIBILITY:
BOOK STORE - Comments: [v34]

☞ Only accessible by elevator from bottom or top floor (i.e. elevator that brings in books). *Multiple disabilities; University, ON*

☞ The staff is wonderful. *Learning Disability; College, ON*

☞ Washrooms in the University Centre are labelled for disabled but doors too heavy for easy wheelchair access. *Other-Hemiplegic; University, ON*

☞ Stationnement mal durant l'hiver. *Déficiência motrice; Université, QC*

☞ Automatic door works one way only. Why? *Mobility impaired; University, ON*

☞ Bookstore could use someone to assist visually impaired students. *Blind/Visually impaired; University, ON*

☞ Difficulty manoeuvring around aisles. Too compacted with trinkets and stuff. *Mobility impaired; University, AB*

☞ Building very poorly planned. Our society had little input. If we had been consulted first, would have saved money and not had to redo things. *Mobility impaired; University, BC*

☞ The excellent bookstore has just been renovated and is well ramped. *Mobility impaired; University, BC*

☞ The bookstore is not accessible for students in wheelchairs. *Multiple disabilities; University, BC*

☞ Aisles too narrow. Must enter when no-one else is in store. Service is great - present a list of books to pick up next day.

Could have a day especially for chairs because rows are narrow, plus incoming supplies (boxes) are all over. *Mobility impaired, Learning Disability; College, BC*

☞ There are signs indicating that handicapped students may cut in at the front of the line. However, the one time I did use this service, the cashier called out to me as I approached the counter, loudly pointing towards the lineup and indicating that I was making a mistake (I am not visibly disabled.) I hauled out my disability decal and showed it to her but was very conscious of everyone staring at me and watching the outcome. *Medical Disability; University, BC*

☞ You have to watch your footing in this area especially in the evening. *Mobility impaired, Learning Disability; College, BC*

PHYSICAL ACCESSIBILITY: SPECIAL EQUIPMENT - Comments: [v35]

☞ I don't know if they have these things but would use them if I could find them. *Multiple disabilities; University, ON*

☞ I have not been informed whether we have these things, or whether they would be any use to me. *Learning Disability; University, ON*

☞ If they have any of the above special equipment, it is not public knowledge. *Medical Disability; University, ON*

☞ CCTVs are old and have poor quality resolution. I don't think there are any talking calculators. *Blind/Visually impaired; College, ON*

☞ There should be government assistance to provide students with disabilities with a variety of equipment suited to their needs. *Deaf/Hard of hearing; University, NB*

**cont'd... PHYSICAL ACCESSIBILITY:
SPECIAL EQUIPMENT - Comments:**
[v35]

☞ Phonic ears are not provided by the university directly; students bring their own. *Deaf/Hard of hearing; University, MB*

☞ There was definitely not enough special equipment for students with visual disabilities, i.e. CCTV equipment, large monitors, special lighting, assorted magnifiers, work areas. *Blind/Visually impaired; College, MB*

☞ The only equipment is what a student with a disability has for him/herself. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

☞ I have heard about the software, e.g. voice command. It sounds like it is helpful to people with little or no use of their arms or hands and also for people who are blind. I have a program similar to this one, though not as effective, that does help. *Learning Disability; University, ON*

☞ Have one TTY, but many hearing students use the only pay phone near it because they don't read the signs. *Deaf/Hard of hearing; College, ON*

☞ One TTY in Disability Services Office which closes at 4:30 pm and isn't open weekends. *Deaf/Hard of hearing; University, MB*

☞ Pour ce qui est du scanner, le coût est élevé. Aussi, j'ai mon propre fauteuil roulant. *Déficiences motrices; Université, QC*

☞ Items marked are available in Services for Students with Disabilities Office. What is available is excellent. *Blind/Visually impaired; University, Atlantic Canada*

☞ Specialized software [for students with learning disabilities] was unknown until today. School does not help those with learning disabilities as it does those with physical disabilities (e.g. dyslexia vs. deafness). *Learning Disability; College, ON*

☞ I do not believe that the university provides any such services outside the Centre for Special Services, which can obtain such for students using provincial grants. *Other-Hemiplegic; University, ON*

☞ Available only at the Access Centre. Their services are excellent. *Learning Disability, Medical Disability; University, ON*

☞ Scanner works only with straight type with no breaks or pictures; Only one 4 track tape recorder for all of the students. *Learning Disability; University, ON*

☞ We need specialized software for students with learning disabilities. *Learning Disability; College, ON*

☞ I wish they had software available for LD students which could help enhance their basic skills, like writing, or improve reading skills and speed. I'm thinking in particular of dyslexic students. *Learning Disability; University, ON*

☞ J'aimerais avoir accès à une pièce avec un téléphone car il m'est impossible de prendre des rendez-vous de l'école car il y a trop de bruit ambiant... *Surdité/Personne malentendante; Cégep, QC*

☞ Our university is seriously lacking the adaptive technology which is needed. For most of the above mentioned there is only one of each (on the largest campus east of Montreal and the only university in the province). *Blind/Visually impaired; University, Atlantic Canada*

**cont'd... PHYSICAL ACCESSIBILITY:
SPECIAL EQUIPMENT - Comments:**
[v35]

☒ Très mal insonorisé et ventilation très inadéquate... *Cécité/Déficience visuelle; Université, QC*

☒ Personally, I try to remain as independent as possible and I don't deal with [The Centre] very much. *Blind/visually impaired; University, Atlantic Canada*

☒ Has not been upgraded and is much too slow to be useful in a crunch. *Blind/Visually impaired; University, Atlantic Canada*

☒ None of the equipment is loaned to students unless a minimum of two courses is taken and SET-BC has accepted student's application. *Multiple disabilities; College, BC*

☒ No one tells you what's available, so if you don't know what to ask for, you don't get it. *Learning Disability; College, AB*

☒ This [specialized software for students with learning disabilities] would be a great help. *Learning Disability; College, AB*

☒ [The Library] provides services for visually impaired students, as well as for those students registered with the Disability Resources Centre. This library has many computers and services for the visually impaired; and this is where I study. There are 4-track machines, private booths and rooms and a common area for meetings, eating and reading. The services (photocopying, computer access, etc.) are phenomenal and the staff works hard to provide services and help to the library's visitors. The only drawback, however, is that the library is not open long enough during the week and on weekends due to insufficient funding. *Learning Disability,*

Medical Disability; University, BC

☒ Tape recorder bought by Ministry did not work well enough. Had to buy a high quality one. *Learning Disability; Capilano College, BC*

☒ Even the people who work for the school do not know what they are able to do for you. *Learning Disability; University, BC*

☒ I have been loaned equipment, tutor, all the help I need. *Learning Disability, Medical Disability; College, BC*

☒ I would like some more technical aids but do not know what would be most helpful, or what is available, or indeed what exists that could help me. Nor do I have confidence that I know how best to present my request -- to who, under which program. *Medical Disability; University, BC*

☒ The equipment available is wonderful. The Services for Students with Disabilities here on campus, along with students, helped raise funds to buy motorized scooters for students to use. *Learning Disability; University, AB*

**PHYSICAL ACCESSIBILITY:
ADAPTIVE COMPUTER EQUIPMENT -**
Comments: [v36]

☒ J'ai un très bon équipement chez moi [Internet access]. *Déficience motrice; Université, QC*

☒ Again I have not been informed as to what these are or whether they would be of any use to me. *Learning Disability; University, ON*

☒ I do not use any of these services at all except Internet access which I rate as

**cont'd... PHYSICAL ACCESSIBILITY:
ADAPTIVE COMPUTER EQUIPMENT -**
Comments: [v36]

excellent. *Blind/Visually impaired,
Deaf/Hard of hearing; University, ON*

✎ I believe, if some of these features were available, I would do a lot better. *Blind/Visually impaired; College, ON*

✎ Adaptive technology is sure needed for the school as well as trained persons to teach and train students. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

✎ The voice recognition system is about to be updated and they have made a point of obtaining student input. *Medical, Other-Pervasive Developmental Disorder; University, ON*

✎ For the entire campus, there are only two places where adaptive computer equipment is available: the Adaptive Technology Centre in [The Library] (described above) and [The Centre]. [The Centre] has one braille printer, two computers with voice synthesizers and a couple of desks. This room is usually used for exams, although it is noisy, distracting and uncomfortable... *Blind/Visually impaired; University, Atlantic Canada*

✎ Staff too few for the number of students. *Blind/Visually impaired; University, QC*

✎ We are striving to have our adaptive equipment in with all the other computers. Not separated from the rest of the college. *Mobility impaired; College, ON*

✎ Centre needs more funding and more attention to changes in technology should be given. *Blind/Visually impaired; University, Atlantic Canada*

✎ Any equipment that is provided at our university is either out-dated and/or under used. The fact that the computer technology is available to students in the Disabled Student Services office, with no technology support person, and only during office hours makes it difficult to use. The [other campus] has no specialized technology at all, and the downtown library has the scanner which is out-dated. There is no Windows or Internet access that has been made accessible to visually impaired students. There is no training. *Blind/Visually impaired; University, QC*

✎ People with disabilities need to learn to use the technology. There should be a class set up which we could get a credit for, e.g. have it count for an English class. Doesn't help us if we don't know how to use it. *Learning Disability; College, ON*

✎ Everything is all in one room for all students with disabilities with just two chairs. *Blind/Visually impaired; University, ON*

✎ There is a special room in the library services area designated for disabled students, which is locked before and after admin staff arrive and leave (before 9 am and after 4 pm). The technology in it is ten years behind. The computer is a 386 running WordPerfect 3.1. And the other software didn't work when I tried it. Only one computer. *Mobility impaired, Medical Disability; University, ON*

✎ School will not pay for classes to teach students that need these services how to use them. *Learning Disability; College, ON*

✎ The university does not have large print software on computers (e.g. Zoomtext). *Blind/Visually impaired; University, Atlantic Canada*

✎ We need voice recognition, loaner laptops, screen reading software to

cont'd... **PHYSICAL ACCESSIBILITY:
ADAPTIVE COMPUTER EQUIPMENT -**
Comments: [v36]

complete some courses in culinary management. *Learning Disability; College, ON*

☞ Regarding any special audio-visual equipment -- three adaptive technologies labs which provide service for about 150 students, with 10 computers in one lab. Just passed motion for mandatory new fee to increase equipment because it is old, out-of-date and we need more computers/software. *Mobility impaired; University, ON*

☞ None of the computers with voice synths have Internet access. Laptops are old, large, and don't run Windows or have batteries. Very few computers have screen reading software, and none in public labs. Screen enlarging software only on DOS machines in Centre for Students with Disabilities. *Blind/Visually impaired; College, ON*

☞ Have to wait for Internet computer use. For computers in general it is good. *Learning Disability; College, ON*

☞ There was **one** special needs computer. *Mobility impaired; University, ON*

☞ Any equipment is available on demand. *Learning Disability; College, ON*

☞ I get Internet access from many of the computer labs. The lab, first floor library, has excellent computers - big letters. I have a hard time reading the screens in other labs. *Learning Disability; University, ON*

☞ There are many things that I do not know about that would have been useful to me and other people with disabilities. *Deaf/Hard of hearing; University, Atlantic Canada*

☞ I use my own computer at home and the regular keyboards at the terminals in school. I know [the University] is looking into the possibility of purchasing laptops for loan and they do have a separate adaptive technology resource centre, although I can't comment on its usefulness. *Mobility impaired; University, Atlantic Canada*

☞ The Computer Centre in general is great: it has lots of computers. Since I have ADD, to work I like it really quiet in order to concentrate well. Some other students need to use speech synthesisers or voice recognition software which is noisy and distracting. I realize that they need to be accommodated too. Perhaps having noisy and quiet hours would help, or alternate "talking" and "quiet" rooms. *Learning Disability; University, QC*

☞ I work with a fellow student who is blind and there doesn't seem to be anything in braille for him. There is very little supplied for him. *Learning Disability; College, AB*

☞ Last three years have seen a great deal of money in this area, i.e. Office for Students with Disability Resource Centre. *Mobility impaired; University, BC*

☞ The computer technologists want nothing to do with me or my computer difficulties. *Multiple disabilities; College, BC*

☞ Have purchased my own equipment, but loaner laptop and adaptive technology training provided by college. Very helpful in accommodating my needs. *Blind/Visually impaired; College, AB*

☞ [The Library] is well equipped with all kinds of assistive aids. *Mobility impaired; University, BC*

**cont'd... PHYSICAL ACCESSIBILITY:
ADAPTIVE COMPUTER EQUIPMENT -**
Comments: [v36]

☞ The Disability Resource Centre helped me to apply to SET-BC in order to borrow adaptive technology, but then the support stopped. As far as I know most of their adaptive equipment and training is for students with visual and hearing impairments. But I do not know the extent to which these services are available.
Other-Loss of fine motor control; University, BC

☞ When I tried to get a useable computer from VocRehab, they lent me a toy that I could not use. I explained pain and fatigue and screens that hurt my eyes but the officer didn't understand. Recently someone left the computer screen on zoom text and I got it back to normal just by random clicking on the icons. I really am angry about not having instruction material (the kind a tired-in-pain person can use) for the programs. *Multiple disabilities; University, BC*

**PHYSICAL ACCESSIBILITY: SAFETY,
EMERGENCY FEATURES -** Comments:
[v37]

☞ Emergency procedures are not practised although doors are marked with emergency signs, and emergency routes are indicated on diagrams on walls. There is an audio alarm but no visual one.
Blind/Visually impaired; University, Atlantic Canada

☞ I am not aware of any of these features. Either they do not exist or are not well publicized. *Mobility impaired; University, MB*

☞ This has never been discussed, nor have I ever seen any signs informing of safety plans. *Learning Disability; University, ON*

☞ Quand on fait des simulations pour le feu, je n'entends pas l'alarme et je ne fais que suivre les autres élèves.
Surdité/Personne malentendante; Cégep, QC

☞ Don't know about these areas, the procedures or the alarm sounds. *Learning Disability; University, ON*

☞ I, as a disabled student, have not been instructed in emergency procedures which might concern me, i.e. who will help me in case of fire? *Blind/Visually impaired; University, Atlantic Canada*

☞ Il y eut qu'une exercice de feu depuis les 3 ans que je suis au cégep. S'il y aurait un feu, je serais resté au 9ième étage sans aide. Les escaliers automatiques sont trop étroite. *Multiples; Cégep, QC*

☞ Emergency evacuation procedures are probably as good as they can be considering the mobile nature of campus life. *Multiple disabilities; University, ON*

☞ We have good security. *Blind/Visually impaired, Deaf/Hard of hearing; University, ON*

☞ I don't know if there are any emergency procedures. I'm sure they exist but am not aware of any in Law School. We do have procedures in Residence.
Mobility impaired; University, ON

☞ Was never explained to me. *Mobility impaired; College, ON*

☞ [The College] is very well organized and developed in this area. *Mobility impaired, Medical Disability (Spina Bifida); College, MB*

☞ Have not been told anything about these features. *Blind/Visually impaired; University, ON*

**cont'd... PHYSICAL ACCESSIBILITY:
SAFETY, EMERGENCY FEATURES -**
Comments: [v37]

☒ People in wheelchairs on second and third floors have to go to an emergency station if a fire alarm goes off. Everyone calling in at same time overloads the system. *Other-Agility (RSI); College, ON*

☒ A couple of signs here and there. *Learning Disability; College, ON*

☒ Les agents de sécurité ne sont pas coopératifs. *Déficiences motrices; Université, QC*

☒ This is my second year and I've never heard of any meetings on Safety and Emergency features. *Blind/visually impaired; University, Atlantic Canada*

☒ I'm unaware of many of the things listed above. *Deaf/Hard of hearing; University, Atlantic Canada*

☒ [...] I am certain that there are emergency procedures and policies regarding everyone on university property, but I don't know the specifics. *Blind/Visually impaired; University, QC*

☒ The campus could improve safety by installing better lighting for night time. *Blind/Visually impaired; University, BC*

☒ Fire wardens in every building but never know who it is - they don't even know. No emergency phone on second floor and no way to alert someone if you are in the refuge area. *Mobility impaired, Learning Disability; College, BC*

☒ If someone is in a wheelchair and on the second, third or fourth floor there is no ramp for them to get down and out of the building. *Other-Back and neck; College, SK*

☒ Students are not taught much about emergency procedures, but refuge areas are clearly designated (i.e. visible). *Other-Loss of fine motor control; University, BC*

☒ Brought to Administration's attention and a process is now being investigated and updated. *Mobility impaired; University, BC*

☒ Some old buildings still do not have the flashing alarm. But every building being built or renovated, by law, is required to install flashing alarms. *Deaf/Hard of hearing; University, AB*

☒ My special needs coordinator is fantastic and so is her support staff. *Mobility impaired, Medical Disability, Other; College, BC*

☒ There should be more security guards in the unlit areas (parking lots...) at night when it gets dark. *Other-Post Brain Injury; University, BC*

☒ I think the refuge areas in the new building look like concrete traps where a person might go to die. They look scary. *Medical Disability; University, BC*

**PHYSICAL ACCESSIBILITY: ACCESS
TO LABS -** Comments: [v38]

☒ No computer labs have screen enlargement or screen reading software. *Blind/Visually impaired; College, ON*

☒ Everything I need as a graduate student is supplied within our work areas and accessible to myself and my level of disability. *Medical Disability; University, Atlantic Canada*

☒ Due to space constraints computer lab wasn't very accessible. I received grant money so I had a computer and printer at home. *Mobility impaired; University, ON*

**cont'd... PHYSICAL ACCESSIBILITY:
ACCESS TO LABS - Comments: [v38]**

☞ No computer labs have any accessible features. The chairs are all connected to lab tables, making wheelchair access impossible, and it goes without saying that the lab computers have no screen access for blind/visually impaired. The computer that is available to students in the Disabled Student Services office isn't even hooked up to the university's system so e-mail and Internet access isn't even an issue. *Blind/Visually impaired; University, QC*

☞ Lack of attention to whether a monitor is close enough or not, height, things like that cause strain when using. *Blind/Visually impaired; University, Atlantic Canada*

☞ Counters everywhere on this campus are high (except in Special Services, Microtext, certain stations). *Medical Disability; University, ON*

☞ Computer labs have no ergonomic features at all! *Other-Agility (RSI); College, ON*

☞ Computer labs in one building, good access. But science labs on 3rd floor of another building, not so good. *Blind/Visually impaired; University, ON*

☞ Specially adapted computer work stations are available in the Special Needs Resource Centre. *Multiple; University, ON*

☞ Number of computers getting inadequate for student population. *Blind/Visually impaired; University, QC*

☞ Accessible space and technology should be required for labs, or have one lab just for people with disabilities. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

☞ In open access, only two computers that a wheelchair can fit under. *Mobility Impairment, Learning Disability; College, ON*

☞ Computer labs are all packed from the time they open to the time they close. Hard to print when there are lots of people there and one or two printers for 20 to 30 computers doesn't work. *Learning Disability; College, AB*

☞ I have specialized technology on loan from Adult Services Program and use at home. *Blind/Visually impaired; University, BC*

☞ The computing services notes are inadequate, very poorly written and often out of date. Paid or peer helpers are there at limited or odd hours. It is no good to wait a week or three to solve an immediate problem in the middle of a task. *Medical Disability; University, BC*

☞ Needed to bring in another table that was lower. Computer labs do not have enough space on desk or between rows. No adaptive technology in labs. *Mobility impaired; College, BC*

**PHYSICAL ACCESSIBILITY: ACCESS
TO ON-CAMPUS HOUSING - Comments:
[v39]**

☞ I live off campus because residence not equipped to meet my needs. *Deaf/Hard of hearing; University, Atlantic Canada*

☞ Accessible washrooms and automatic doors are not available at all housing units. *Medical Disability; University, ON*

☞ Some rooms or houses have stairs leading to the doorway without a railing or a ramp. Only one house is, I believe, wheelchair accessible. *Mobility Impaired; University, ON*

**cont'd... PHYSICAL ACCESSIBILITY:
ACCESS TO ON-CAMPUS HOUSING -**
Comments: [v39]

☞ I looked into the possibility of staying on campus. There is no accessible housing for wheelchairs, particularly for quads. In fact, there is only one housing building that I can get into. *Mobility impaired; University, MB*

☞ You couldn't ask for better attendant services. They are amazing and cooperation with the Housing Department is awesome. *Mobility Impaired; University, ON*

☞ This is a strong asset to [The College]. *Mobility impaired; College, MB*

☞ La porte d'entrée de ma résidence est très lourde, et difficile à ouvrir et la présence de marches m'empêche de me rendre dans la salle de loisirs. *Déficiences motrice; Université, QC*

☞ Pas assez de toilette adaptés. *Déficiences motrice; Université de Montréal, QC*

☞ Variation selon les résidences - de bon à inadéquat - excellent celle pour handicapées. *Déficiences motrice; Cégep, QC*

☞ On-campus houses: [The University's] houses are completely inaccessible physically. Residences on campus are not much better. You have to make the room accessible. They have only one accessible room in my residence which is used by someone else. *Mobility impaired; University, ON*

☞ I like living in res, but I don't feel acknowledged or safe. There is no security around at peak times - when night classes end. If they were at least on the walking path within earshot. *Other-Post Brain*

Injury; University, BC

☞ The lighting for the women's dorms is poor. A key is needed to get in. *Other-Neurological; College, BC*

☞ An automatic door opener would really help as I can't get into my own apartment without help and cannot leave my apartment unassisted. *Mobility impaired; University, BC*

**PHYSICAL ACCESSIBILITY: ADAPTED
ON-CAMPUS TRANSPORTATION -**
Comments: [v40]

☞ Je dois utiliser le transport adapté de la CITE pour aller d'un pavillon à l'autre et je dois payer chaque fois. J'utilise un transporteur privé pour aller de ma résidence au cégep car pas de transport adapté dans ma localité. *Déficiences motrice; Cégep, QC*

☞ Le service est excellent mais il serait important d'indiquer un point de rencontre sur le campus car très souvent. Les chauffeurs ont de la difficulté à me retrouver sur le campus. *Déficiences motrice; Université, QC*

☞ We don't have to pay for on-campus transportation at this time at [The University]. Offered by Campus Enforcement and Patrol. [The University] is currently reinvestigating the current situation and only time will tell if students will have to pay for this service in the future. *Mobility impaired; University, Atlantic Canada*

☞ Only accessible on campus transportation is to use an accessible taxi (there's only 5 in [The City]) or book the Access bus (accessible bus service) two weeks in advance. This transportation may be covered by a financial assistance program, but not always. *Mobility impaired; University, ON*

**cont'd... PHYSICAL ACCESSIBILITY:
ADAPTED ON-CAMPUS
TRANSPORTATION - Comments: [v40]**

☞ Van driver is burned out and not always reliable. A part-time driver gave me a ride [...] and did **not** secure my wheelchair in place (with tie-downs) because he didn't know how. Campus van service is taken out of service on the last day of classes (each term). Therefore, van service is unavailable during exam period. *Mobility impaired; University, ON*

☞ Not accessible after 4:30 pm. High demand during the day, for a single vehicle. *Mobility impaired; University, MB*

☞ There is a wheelchair accessible bus during night classes. *Blind/Visually impaired; University, BC*

**PHYSICAL ACCESSIBILITY: OTHER -
Comments: [v41]**

☞ Tape on stairs is not always the proper colour difference; e.g. yellow on white under a skylight doesn't work. Dark tape would work better. *Blind/Visually Impaired; College, ON*

☞ At [The University], a lot depends on the College (residence) you choose (some are better suited than others), and where your courses are located, on campus or downtown at one of the 2 off-campus colleges. *Learning Disability; University, ON*

☞ The university bldg. poorly designed, even in the newly constructed areas. *Mobility impaired; University, MB*

☞ Since 1995 accessibility has been significantly improved. *Mobility impaired; University, ON*

☞ My main problem with the campus is

the poor outdoor lighting. There are far too many black spots on campus. *Blind/visually impaired; University, Atlantic Canada*

☞ Certains salles de bain sont dites "accessible" mais ne le sont pas! Il faut faire des longs détours pour en trouver. Aux cafétérias, il faut entrer par la sortie (caisses). Le nouveau complexe sportive (hiver 97) n'offre aucun service adapté. Une chance qu'il y a le Service d'intégration aux étudiants handicapés (SIPH). Mais les locaux sont trop petits. Ils ne peuvent installer tout leur l'équipement. *Déficiences motrice; Université, QC*

☞ A great barrier to physical accessibility is snow removal on pathways to and from school. At [The University] they have a 'policy' of removal which doesn't take effect until 4-5 days after snowfall and by then snow has melted and created a larger icy mess. *Mobility impaired; University, ON*

☞ There is a hill leading down to the school entrance from the upper residence houses that is very steep. Something should be done immediately to make this area easier to access for people with disabilities. *Mobility Impaired; University, ON*

☞ Il n'y a que 3 salles de toilette adapté, donc une qu'il faut faire la demande de la clé. *Déficiences motrice; Cégep, QC*

☞ Only one building has stairs with bright yellow strips on step edges. Very few of the other buildings have marked step edges and these are hard to see. *Blind/Visually impaired; College, ON*

☞ Moi, je suis une personne sourdite, J'ai besoin des interprètes qui ont des compétences des signes L.S.Q. (gestuels) pour me comprendre clairement. Et plus, je communique facilement entre mon interprète et mon professeur. J'utilise que

cont'd... PHYSICAL ACCESSIBILITY:
OTHER - Comments: [v41]

les autres prennent des notes pour moi. Le reste, je suis normale comme les autres entendants. *Surdité/Personne malentendante; Cégep, QC*

✎ [The University's] Alumni House is currently not accessible to those in wheelchairs and to those who can't walk up and down stairs, although they are investigating putting a ramp into the building in the Spring of '98. Two-storey building, no elevator (converted house). They do have an accessible washroom on the first floor. *Mobility impaired; University, Atlantic Canada*

✎ [The University] has many old buildings. The newer buildings such as the Main Library are good in terms of accessibility, but buildings built before 1960 (most buildings on campus) are not designed with accessibility in mind. There is usually a way into many buildings with a wheelchair, but such access can be frustrating and tiring. *Mobility impaired; University, ON*

✎ [The College] has made every possible item available on demand. The facilities are excellent and renovations are ongoing. *Learning Disability; College, ON*

✎ There are only six handicapped parking spaces for both the students and teachers for the entire Cégep. There is supposed to be a towing and parking fine policy but it is rarely carried out. *Mobility impaired; Cégep, QC*

✎ The new buildings, like the Professional Faculties building, are being built with no thought to disabled students. Many things going into these buildings make them inaccessible to students with disabilities. *Learning Disability; University, AB*

✎ We have a very difficult campus location -- the side of a hill. The grade is very hard to manage but my team does everything they can think of to accommodate my needs. *Mobility impaired, Medical Disability, Other; College, BC*

✎ I feel that this college doesn't relate to the real world. For my learning disability, I do know there is very limited aid because of lack of space and services. *Learning Disability; College, AB*

✎ Lecture rooms -- The outside seating should be reserved for students with disabilities (strictly). *Other-Left hemiparesis; University, BC*

✎ Lots of stairs on [The University] campus - an aerobic workout some days. Elevators are few. Routes for wheelchair users are long and circuitous. *Medical Disability; University, BC*

✎ Pathways are not very accessible in the winter when there is snow on them. *Mobility impaired; University, AB*

✎ The very nature of our campus, on a mountain side, makes access problematic. Possibly management does an adequate job in this, but in my view, there is much room for improvement. *Mobility impaired; College, BC*

✎ This survey assumes discrete buildings for such things as student services, administration, etc., without accounting for different campuses, integrated buildings, or any other physical set-ups for educational institutions. I had trouble scaling certain physical features because in the case of [The University], we have a combination of buildings serving multiple purposes on two campuses. *Blind/Visually impaired; University, QC*

**EDUCATIONAL ACCESSIBILITY:
ENTRANCE EXAMINATIONS -**
Comments: [v42]

☞ I had to write the GMAT. They were very strict with the logistical issues and time issues. The MBA program is very strict with their entrance requirements, which is understandable. *Mobility impaired; University, MB*

☞ When I began at [The University] in 1992, I did not have much difficulty in arranging to write my entrance exam with the use of adaptive technology. *Blind/Visually impaired; University, Atlantic Canada*

☞ Getting into my current program was not a problem. My department (with the exception of two professors) doesn't know about my disability. Now I would like to apply to medical school, so I need to write the MCAT (which most schools insist on). The service which administers the MCAT will allow students extra time to write the test, etc. with documentation, but then they flag the scores and let the schools know that the student's test was written under special conditions. I feel that this is totally discriminatory since I don't want to have to explain to any schools why I need those accommodations. ADD could be seen as a weakness. The whole purpose of having accommodations is to make it a level playing field. *Learning Disability; University, QC*

**EDUCATIONAL ACCESSIBILITY:
PREPARATION, REGISTRATION,
ORIENTATION- comments: [v43]**

☞ Assistance offered before I came; once I came, no help was given. *Learning Disability; College, ON*

☞ I think that students should be counselled to help relieve anxiety about whether they can do it or not (or attend a few classes prior to deciding). I was so

anxious that I purchased a hearing device worth \$100 that I did not actually need because I was afraid I wouldn't be able to hear well enough. *Medical Disability; University, Atlantic Canada*

☞ Disability started after I enrolled. As part-time student, I never received any orientation of any sort. My fault. I didn't avail myself of the opportunity during orientation week. *Blind/Visually impaired; University, ON*

☞ Tours were really long walks. Special Needs did them off peak times to avoid crowds. While 7 months pregnant I had to walk outside in snow with two canes to get to a class. It took going to the Dean before the classroom was changed. *Mobility impaired; University, ON*

☞ I had a consistently difficult time with the teachers and staff in having my accommodations met. I found little or no support in my efforts to get an education with any dignity. Accommodation should not be disallowed at the discretion of teachers or staff. *Learning Disability; College, ON*

☞ My experience in this area at [The University] has only been positive. *Mobility impaired; University, Atlantic Canada*

☞ People with disabilities can't do anything until OSAP as well as Special Needs bursary comes in. I couldn't get my books on tape, a tutor or help until I got OSAP which unfortunately was October 31. "Student Awards" helped when they could and were great. *Learning Disability; College, ON*

☞ Never received any information on any of these. *Mobility impaired, Medical Disability; University, ON*

☞ Very helpful, but it was not advertised

cont'd... **EDUCATIONAL**

ACCESSIBILITY: PREPARATION, REGISTRATION, ORIENTATION-
comments: [v43]

well. I telephoned regarding making alternative arrangements, because it was not physically possible for me to go through the regular routine. *Medical Disability, Other-Skeletal injury related fatigue; University, Atlantic Canada*

☞ C'est le service d'intégration qui fait tout l'ouvrage. Il contacte même nous professeurs au début de chaque session si l'on veut. Il envoie alors un pamphlet décrivant les obstacles environnementaux qu'on pouvait rencontrer en cours de session (retard ré: à cause de transport, température, etc.) *Déficiência motrice; Université, QC*

☞ Je fais mes inscriptions par Internet. *Surdité/Personne malentendante; Université, QC*

☞ Better orientation in and around any educational institution to be attended by a visually impaired student is of paramount importance. This would reduce significantly the stress of the unknown environment. *Blind/Visually impaired; University, Atlantic Canada*

☞ Registration is done over the phone via computer for all students alike. There are no special introductory tours or seminars geared specifically for students with disabilities... When our student group is stronger, we intend to arrange some sort of workshop. *Blind/Visually impaired; University, Atlantic Canada*

☞ [The Centre] is helpful in these areas. *Blind/visually impaired; University, Atlantic Canada*

☞ I would really appreciate a description of the work load requirements of courses

to help me decide how many credits I can handle at one time. *Mobility impaired; College, MB*

☞ [Registration assistance and pre-registration for SWD] Disability Services wrote to the admissions department in Social Work and requested this. [TTY Registration] not available to my knowledge. *Deaf/Hard of hearing; University, MB*

☞ On relocalise les salles sans avertir les étudiants. *Cécité/Déficiência visuelle; Université, QC*

☞ The university does not seem to have a lot of experience with people of my level of injury. *Mobility impaired; University, MB*

☞ Relocation on account of disabilities highly unlikely. *Medical Disability; University, ON*

☞ [Registration assistance] you need to book an appointment, then it is excellent; otherwise generally not available. [Study courses, orientation workshops, tours] are offered for the general population, but not offered with any specific disability in mind. *Learning Disability; University, ON*

☞ The Services for Students with Disabilities will arrange relocation of an inaccessible class within a day. *Learning Disability; University, AB*

☞ I have only had one instance where an instructor refused to help when extensions or adaptations to program were requested. The special needs team was of great assistance in mediating this and changing it for future students with disabilities. *Mobility impaired, Medical Disability, Other; College, BC*

**EDUCATIONAL ACCESSIBILITY:
ATHLETIC PROGRAMS, FACILITIES
FOR PERSONS WITH DISABILITIES -**
Comments: [v44]

☞ Registration assistance at [The College] is excellent. *Mobility impaired; Medical Disability; College, AB*

☞ [...]While the set up of equipment is poor, instructors are usually very helpful. *Blind/Visually impaired; University, Atlantic Canada*

☞ There is nothing in place in terms of accommodations for any of these services. I asked for adaptations, and although slow, I did receive assistance. *Mobility impaired; University, ON*

☞ [The University] has just allowed disabled students to waive the fitness tests to enter the Physical Education program within the last year. *Mobility impaired; University, Atlantic Canada*

☞ Le pavillon n'est pas adapté. *Déficiences motrice; Université, QC*

☞ The gym is too hard for me to get into. I need security to open a special door each time. *Mobility Impairment, Learning Disability; College, ON*

☞ C'est un pavillon "neuf" (1996) totalement inaccessible! *Déficiences motrice; Université, QC*

☞ A fitness program was made accessible to me by the staff person devising a tactile method of readjusting the equipment to suit my needs. *Blind/Visually impaired; University, Atlantic Canada*

☞ Accessibility to building is poor, but will get renovation/improvements. *Blind/Visually impaired; University, ON*

☞ Working for two years; progress slow; funding is blamed. *Mobility impaired; University, BC*

**EDUCATIONAL ACCESSIBILITY:
ASSISTANCE WITH LECTURE NOTES,
ASSIGNMENTS, RESEARCH PAPERS -**
Comments: [v45]

☞ I'm responsible for finding a volunteer note taker, copying the notes and returning them. Photocopy is free. Computer access varies with staff. There is a lack of qualified sign interpreters to work at the university level. *Deaf/Hard of hearing; University, MB*

☞ I wish many of these things were available to me though I am unaware of whether they are. *Deaf/Hard of hearing; University, Atlantic Canada*

☞ Nous choisissons nous-même nos personnes ressources. Nous sommes considérés comme les employeurs. NCR -> nous devons l'acheter et demander au Ministère de nous rembourser. *Déficiences motrice; Université, QC*

☞ Le tout doit être fait par les centres de réadaptation car les services aux étudiants "régulier" n'ont pas ce qu'il faut pour adopter leurs programmes. *Déficiences motrice; Université, QC*

☞ J'ai mon propre accompagnateur qui assiste aux cours et prend des notes. *Déficiences motrice; Université, QC*

☞ Editing help and proof reading are provided not by the Disabled Student Services office but by the Learning Centre professionals. Similarly, the peer tutoring is handled by a separate Peer Tutor Service. *Blind/Visually impaired; University, QC*

☞ Not receiving help because I have a learning disability and they cater to those

cont'd... **EDUCATIONAL**

ACCESSIBILITY: ASSISTANCE WITH LECTURE NOTES, ASSIGNMENTS, RESEARCH PAPERS - Comments: [v45]

with physical disabilities. *Learning Disability; College, ON*

✎ Re: 7 [peer tutoring] I don't believe that a peer can tutor a person with a learning disability. *Learning Disability; College, ON*

✎ I didn't need all of these services, but I know that if I ever had to ask, I would be served promptly. *Learning Disability; Cégep, QC*

✎ We have to get our own note takers from the classroom. *Blind/visually impaired; University, Atlantic Canada*

✎ These things would be very helpful. *Learning Disability; College, ON*

✎ [The University's] note taking is poorly administered. There is no available means to guarantee anonymity. The professors are useless. *Learning Disability; University, ON*

✎ My profs are excellent at providing me with lecture notes prior to classes. *Learning Disability; University, MB*

✎ I have a laptop that I received with a bursary in the summer. It is very, very important in assisting me with my education. *Medical Disability; University, ON*

✎ I had a note taker; paper was provided. It was not difficult to obtain. *Mobility impaired; University ON*

✎ Note takers would have been helpful but not covered by Workers Compensation Board. *Mobility impaired; College, SK*

✎ My assistants are independent of the university -- ie. through insurance. Without the insurance assistance, going to school would be impossible. *Mobility impaired; University, MB*

✎ Students are pretty much left to fend for themselves once they get to class. *Mobility impaired; University, MB*

✎ The disabilities service office staff are friendly and offer good support. *Deaf/Hard of hearing; College, ON*

✎ Some good aspects but very poor study skills/learning how to learn services. I have paid for some sessions (\$40/hour) on my own but it really isn't a long-term option since it's too expensive. Our school has an excellent peer tutoring referral service which is great for specific subjects, but there is no one to help with specific study strategies for students with LD/ADD. (No professionals on campus.) *Learning Disability; University, QC*

✎ Not enough assistance available and not made aware of services that might be needed. *Learning Disability; College, ON*

✎ The only thing that the university-run disability centre does to ease the burden of obtaining notes is to provide carbon paper free of charge, and we are constantly threatened with the adoption of a charge for this paper. The student has to take the initiative in finding students and profs willing to donate their efforts and notes and in some cases no volunteers come forward to do so in class. *Blind/Visually impaired; University, Atlantic Canada*

✎ The laptop is my own computer, not provided by the university but by the province. *Blind/Visually impaired; University, Atlantic Canada*

✎ Photocopy pass and computer access

cont'd... EDUCATIONAL**ACCESSIBILITY: ASSISTANCE WITH LECTURE NOTES, ASSIGNMENTS, RESEARCH PAPERS - Comments: [v45]**

help poor students like me who are poor because we haven't worked for years due to disability. *Mental Health Disability; University, QC*

☞ Really wish I had electronic note taker. *Deaf/Hard of hearing; University, ON*

☞ Editing help, proofreading cost money. *Medical Disability; University, ON*

☞ Je dois fournir mon propre matériel, et mes feuilles pour l'impression de mes travaux quand l'ordinateur de l'école fonctionne. *Déficience motrice, Déficience de la parole; Cégep, QC*

☞ I was given paper and had to find a classmate to take notes. *Learning Disability; College, AB*

☞ Most of these I need but don't know how to access. *Learning Disability; College, BC*

☞ Assistance information difficult at [one campus]. Better at [another campus]. *Medical Disability; College, BC*

☞ Writing clinic available to everybody. *Mobility impaired, Learning Disability; College, BC*

☞ I have accessed some assistance through the Students Helping Students program. I found there are some difficulties arising from the way the arrangement is structured. I'm giving the directions to the assistant, but they go to the university for their remuneration. I sometimes wonder how they total up their hours. And they are not always responsive to what I've asked for. After all, I'm not paying them, right?

Medical Disability; University, BC

☞ [The College] cannot accommodate all students in need of these services. The help I receive is excellent, but it takes a while, usually, to get in. *Learning Disability; College, AB*

☞ The note taker/study coach availability is hit or miss... The Disabled Students coordinator said that I should not expect much when they are only paid \$8.00/hour... *Medical Disability; University, BC*

☞ The [electronic] note taker I was loaned did not meet my needs. No room in lecture halls for books, note taker as I must switch from one to the other when taking notes. *Medical Disability; College, BC*

☞ No special library assistance for students with disabilities, other than accessible computers. *Medical Disability; University, BC*

☞ The other is that some professors also give copies of their lecture notes and overheads. *Medical Disability; University, BC*

EDUCATIONAL ACCESSIBILITY: TEXT-BOOK ACCESS - Comments: [v46]

☞ Ontario, on the whole, has a poor talking book system. There is an organization in the U.S. for the fee of \$75 that is so much better. It would be pointless to even attempt to access [The University's] talking book system. *Learning Disability; University, ON*

☞ I needed books on tape and there was never a problem getting them. *Learning Disability; Cégep, QC*

☞ The only source for talking books exists outside the university: i.e. the CNIB National Library, RFB. Most of the time

**cont'd... EDUCATIONAL
ACCESSIBILITY: TEXT-BOOK ACCESS**
- Comments: [v46]

I do without textbooks for they are usually not available on tape, and I have difficulty with reading for long periods of time with a CCTV (of which there is only one on campus). *Blind/Visually impaired; University, Atlantic Canada*

☞ Closest source is in Brantford. *Learning Disability; College, ON*

☞ There is no book production on campus. Braille texts are produced in Quebec City via a specialized program from the Quebec Government which pays for the service. Volunteers are available to put books on tape at the university, but this resource is scarce and badly coordinated. Students often receive materials long after they are needed. There is no dedicated staff person who oversees textbook access issues. There is also no agreement with the book store to borrow books to be put in alternate formats. *Blind/Visually impaired; University, QC*

☞ Talking books are very difficult to obtain if they need to be transcribed. Sometimes professors do not know what the required readings are until the last minute. As well, the bureaucratic red tape involved in getting the text to the volunteer transcribers is formidable. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

☞ Il serait important d'avoir une aide pour repérer les textes à la bibliothèque et aussi une télévisionneuse. *Cécité/Déficiences visuelle; Université, QC*

☞ There is one CCTV from the stone age. Very difficult to use. *Blind/Visually impaired; College, MB*

☞ Must go through CNIB or WRMS in

Brantford. *Blind/Visually Impaired; College, ON*

☞ These would also be helpful. *Learning Disability; College, ON*

☞ Have to get books transcribed by CNIB. *Learning Disability; University, ON*

☞ Very poor in this area. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

☞ There is a room in the library that contains a CCTV, computer and the Reading Edge. *Blind/visually impaired; University, Atlantic Canada*

☞ The Bookstore staff is willing to help in any way they can. All you have to do is ask. *Mobility Impairment, Learning Disability; College, ON*

☞ You have to order your books 6 months before the class starts. Most of the time you don't know what the books are; therefore, you get your books late and play catch-up. Some books you can't get on tape. *Learning Disability; University, ON*

☞ I get my text books taped (wasn't sure what category that is). The service from the audio library is excellent, though there is some delay in getting materials. *Learning Disability; University, ON*

☞ I have to say that accessibility to texts is not good. It is next to impossible for me to do adequate research at the Library. They can't put things on disk for me which I find rather ridiculous in 1998. *Blind/Visually impaired; University, Atlantic Canada*

☞ I think you could get some of these services if you asked through interlibrary loans. *Learning Disability; University, Atlantic Canada*

cont'd... EDUCATIONAL**ACCESSIBILITY: TEXT-BOOK ACCESS**

- Comments: [v46]

☞ Text book access difficult if you can't afford them. *Mental Health Disability; University, QC*

☞ To get a book on cassette this last time took over a month. *Learning Disability; College, AB*

☞ Done on an as needed basis through the Office for Students with Disabilities and its employees. *Mobility impaired; University, BC*

☞ I don't believe they have these because the blind student I scribe for does not indicate the use of these. *Learning Disability; College, AB*

**EDUCATIONAL ACCESSIBILITY:
SUPPORT FOR INSTRUCTORS -**
Comments: [v47]

☞ I advocated for these myself but the Office of Students with Disabilities wrote me a general letter and had established an easy way for us to talk with professors. *Mental Health Disability; University, QC*

☞ I did much of this on my own, knowing that instructors were unaware of my condition/situation. *Deaf/Hard of hearing; University, Atlantic Canada*

☞ [The Centre] does up a letter with a copy of a doctor's note and sends it to student's professor. *Blind/visually impaired; University, Atlantic Canada*

☞ I find that I do most of the support for instructors. We communicate and cooperate amongst ourselves. *Mobility impaired; University, MB*

☞ I am in the habit of dealing directly

with my instructors whenever possible, but they are officially contacted by Special Needs Office and informed of available resources. *Multiple; University, ON*

☞ The teachers are very willing to help as long as you are willing to put forth the effort to learn. *Mobility Impairment, Learning Disability; College, ON*

☞ The instructors don't seem to really know what the needs are or how best to help the student. But for the most part they are very cooperative and more than willing to help. *Blind/Visually impaired; University, Atlantic Canada*

☞ Some instructors have balked at the idea of extra test time. *Mobility impaired (lower back injury); College, ON*

☞ The Abilities Awareness Committee hopes to help in this area. *Blind/Visually impaired; University, Atlantic Canada*

☞ With each new semester, I speak with the instructors myself and try to give them a feel for my condition, requirements and alternatives. The semester becomes a testing ground for all of us. *Blind/Visually impaired; University, Atlantic Canada*

☞ I don't know to what extent instructors are aware of each individual case. The notification is done by the student her/himself, and sometimes it's not obvious to explain to a teacher. *Learning Disability; Cégep, QC*

☞ I have only had positive experience with instructors at [The University]. I can't say enough about how accommodating most of them have been during my time at this university. *Mobility impaired; University, Atlantic Canada*

☞ It appeared as though the support staff and instructors kept each other informed

cont'd... **EDUCATIONAL
ACCESSIBILITY: SUPPORT FOR
INSTRUCTORS - Comments** [v47]

regarding individual cases. *Blind/Visually impaired; College, MB*

☞ It depended. While in my program, I couldn't register as a special needs student because my marks were too high. This meant professors weren't notified promptly. This led to difficulties. *Mobility impaired; University, ON*

☞ These are important. Even if these things are currently available on campus, they are not enforced. *Learning Disability; College, ON*

☞ Letters are sent out to professors, but it is supposed to only be done if the student signs a waiver allowing this to happen. *Blind/Visually impaired; University, QC*

☞ Notification to instructors; there is none, very poor. *Learning Disability; College, ON*

☞ In my college/program I have found that the teachers are not always flexible in meeting students' special needs. *Medical Disability; College, ON*

☞ On nous suggère d'entrer en contact nous-même avec les professeurs. Ils nous "oublient" parfois lors de demandes de documents en format alternatif, et durant les examens. *Cécité/Déficience visuelle; Université, QC*

☞ In the technical area, instructors are people from the field they specialize in and have no knowledge of appropriate instruction or organization for lectures, or appropriate development for people with learning disabilities. *Learning Disability; College, SK*

☞ Self-representation is the norm. *Medical Disability; University, BC*

☞ I, as a student, had to initiate this [alternate teaching strategy] with an instructor. [Representative] from the Learning Centre approached him with my problem and delivered different teaching strategies. *Learning Disability; College, AB*

☞ The attitude of individual instructors varies. I have been at it for six years - officially disabled for five. I am tired of explaining. If an instructor seems unempathetic, I am out of luck or I quit the course. Instructors who know someone with my condition seem most understanding. *Medical Disability; University, BC*

☞ Instructors and Disabled Student Services have two different goals. Instructors think they know what is best for exam accommodations and that I don't need what I have in place for examinations. *Medical Disability; College, AB*

☞ Some instructors do not want to know about your disability. They rely on Disability Services to arrange tests or exams. Disability Services will send a form letter if student does not want to approach an instructor. *Mobility impaired, Learning Disability; College, BC*

☞ I do my own explaining to the instructor. *Mobility impaired, Medical Disability; University, BC*

☞ After three years, a policy is in place which facilitates the student/instructor communication. As well an education process for faculty is ongoing. *Mobility impaired; University, BC*

☞ The communication to professors on my behalf has been quite poor. They've

**cont'd... EDUCATIONAL
ACCESSIBILITY: SUPPORT FOR
INSTRUCTORS - Comments: [v47]**

gotten my name wrong, not made the precise request needed, not relayed important points back to me, and generally created a fair bit of difficulty. Still, it was helpful in two cases, although full of inaccuracies. *Medical Disability; University, BC*

✎ Students notify at [the University]. *Blind/Visually impaired; University, BC*

✎ Though administration and support services may suggest alternate teaching strategies, the instructor does not have to follow them. *Mobility impaired, Medical Disability, Other; College, BC*

✎ I had a lot of problems with an instructor but they did nothing to help me. *Learning Disability; College, AB*

**EDUCATIONAL ACCESSIBILITY:
STUDENT SERVICES FOR PERSONS
WITH DISABILITIES - Comments: [v48]**

✎ Most of this is done either by external agencies or by different internal departments. To my knowledge counselling and tutoring do not take disability into account. *Deaf/Hard of hearing; University, MB*

✎ Counselling services available, but extremely backlogged, understaffed, minimum four weeks for appointment. Once in, the counsellors very helpful. *Medical Disability; University, Atlantic Canada*

✎ Personnel **très occupé** au bureau d'accueil de [l'Université]. Il y a très peu de personnel disponible pour les cas individuels. *Cécité/Déficiência visuelle; Université, QC*

✎ There is no "specialized" help for students with disabilities, which is why I scaled this question the way I did. Students with disabilities have the same access to these services as every other student does. *Blind/Visually impaired; University, QC*

✎ Most of this stuff, except for counselling and assistance with job placement, is done by outside agencies. *Deaf/Hard of hearing; University, MB*

✎ I have never been informed of any of these. *Mobility impaired, Medical Disability; University, ON*

✎ My tutoring was good until the only learning strategies tutor moved away. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

✎ I was never offered any of these services. *Mobility impaired; University, ON*

✎ Don't seem to have vocational assessment or counselling especially for students with disabilities. It is available though. *Blind/Visually impaired; University, Atlantic Canada*

✎ Students with learning disabilities should not have to compete with other students for peer tutoring services (time and quantity is scarce). *Learning Disability; College, ON*

✎ Disabled students rely on the same counselling service as everyone else and the same applies to tutoring. *Blind/Visually impaired; University, Atlantic Canada*

✎ Orientation et aide au placement au travail et tutorat seraient des atouts importants. *Déficiência motrice; Cégep, QC*

✎ Job placement strategy for a person

cont'd... EDUCATIONAL ACCESSIBILITY: STUDENT SERVICES FOR PERSONS WITH DISABILITIES -
Comments: [v48]

with a disability is very different from regular students. I think it needs to be addressed. *Blind/Visually impaired; College, MB*

✎ I am upset that I cannot get the career counselling/info I need to help plan for a particular job in my field of training. *Mobility impaired, Medical Disability (Spina Bifida); College, MB*

✎ It is lonely out there when you have an invisible disability. *Learning Disability; College, ON*

✎ Tutoring on general learning strategies for students with LD/ADD not available. *Learning Disability; University, QC*

✎ I would use all but haven't found any of these services apart from counselling *Multiple; University, ON*

✎ A proposal to improve this area going to administration this April. *Mobility impaired; University, BC*

✎ Campus is too impersonal. *Blind/Visually impaired; University, BC*

✎ Tutor hours are dictated by size of enrollment. For example, Math and English tutors are available, but the demand is more for the math at this time, so English is not open for long periods of time. *Learning Disability; College, AB*

✎ The services available are good. It would be nice to have more time allotted, i.e. tutoring hours. *Learning Disability; College, SK*

✎ To the best of my knowledge these

services are not available. I could sure use the counselling and tutoring - if I could find it. *Medical Disability; University, BC*

✎ I just completed my last semester at [the College]. I was there for 6 [semesters]. The last two, only my instructor and LSS were willing to assist me. I will not return. *Blind/Visually impaired, Dyslexia; College, AB*

✎ Helped me lots when nursing department was pressuring me to take exams with other students in the class environment. *Medical Disability; College, AB*

✎ There are not a lot of tutors for every course, e.g. French -- very limited aid. *Learning Disability; College, AB*

EDUCATIONAL ACCESSIBILITY: EXAMS, COURSE REQUIREMENTS -
Comments: [v49]

✎ Very poor formula to calculate extended time at our school. Before I arrived here, I thought that all students with ADD could receive at least time and a half for exams (that's what I'd always read in books). Here I had to show them I really needed time and a half. "Standard" ADD accommodations include stopwatch time, i.e. interrupted time with permission to take breaks whenever you want, which is helpful but alone is not enough since having your attention wander is not always a conscious process. Also, taking an official break in itself disrupts your concentration. Perhaps having NEADS support/provide "standard" accommodations guidelines for various disabilities would be helpful. *Learning Disability; University, QC*

✎ Re: No. 4 [private rooms for writing] and No. 8 [modification of course/program requirements, very poor. Question the need for a math credit for a psychology degree. *Blind/Visually impaired; University, ON*

**cont'd... EDUCATIONAL
ACCESSIBILITY: EXAMS, COURSE
REQUIREMENTS - Comments: [v49]**

☒ Services for Disabled Students are very good for writing exams. Very good environment. *Blind/Visually impaired; University, Atlantic Canada*

☒ Exams on same day are moved to two different days. Stop watch timing lets me take a break. *Mental Health Disability; University, QC*

☒ On a besoin de plus de temps de terminer l'examen. *Surdité/Personne malentendante; Cégep, QC*

☒ Sur demande. Quand j'ai appelé ils ignoraient quoi faire. *Déficiência motrice; Université, QC*

☒ Le temps supplémentaire pour compléter mes examens sont une heure trente de plus pour nos examen d'une durée de trois heures. *Déficiência motrice; Université, QC*

☒ Oui, si enseignant compréhensif. *Déficiência motrice; Cégep, QC*

☒ Had some good experience in this area. Had very little problems, great service. *Other-Left hemi-paresis; University, BC*

☒ Profs will **not** give alternatives. Psychology Department is not adaptable in this area. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

☒ Professors were very accommodating. Some were unfamiliar with procedure so I had to explain it to them. *Mobility impaired; University, ON*

☒ I needed more time for some of my exams and a quiet room and I never had

any problems getting it. Extended time is time and a half. *Learning Disability; Cégep, QC*

☒ These are all upon request and vary by student. *Blind/Visually impaired; University, NB*

☒ I always had to complete course requirements. Special Needs set times. I had no say in how much longer I would be given. *Mobility impaired; University, ON*

☒ There should be modification of program requirements, particularly regarding required reading levels and computer work. *Learning Disability; College, ON*

☒ Overall rating is 8 out of 10. *Learning Disability; College, ON*

☒ Still very disheartening. *Learning Disability; College, ON*

☒ Not given time needed for exams. *Learning Disability; College, ON*

☒ [The Centre for students with learning disabilities] is fantastic for these services. *Learning Disability; University, Atlantic Canada*

☒ When you write an exam or test, the person supervising the test or exam knows nothing about your subject so they can't help you if you get stuck. *Learning Disability; College, ON*

☒ I would use but haven't found these (1,3,5,6,8) *Multiple; University, ON*

☒ I'm not sure if I can finish my program by the set deadline. *Learning Disability, Mental Health Disability; College, SK*

☒ I was able to persuade a faculty

cont'd... **EDUCATIONAL**

ACCESSIBILITY: EXAMS, COURSE REQUIREMENTS - Comments: [v49]

department head that I was not going to benefit from taking biology a third time just to get the C pre-req needed for human physiology. He agreed. *Learning Disability; University, MB*

Alternative formats could be used and modifications of course; I would really like exam study assistance with a tutor who knows about learning disabilities; Regular peer tutors are not always helpful when you have an LD. *Learning Disability; College, ON*

Only one, sometimes two, staff persons to help all students. *Learning Disability; University, ON*

Les cours en général me demandent de 2 à 3 fois plus de temps à préparer ou à étudier. Ex. 1 heure de cours, 2 travail normalement -- pour moi, de 4 à 6 heure de travail surtout à cause de mes mains. *Déficiences motrice, Autre-Les mains et les pieds; Université, QC*

The Disabled Student Services office is small, so during final and midterm exam periods, students are clustered together in office space that is usually used by employees of the office (including the Director's office). Alternately, classrooms, and rooms in other locations are used. It is crowded, and disruptive if there are four or more students writing in the same area. *Blind/Visually impaired; University, QC*

I have privately requested extended time for papers from each professor as required. *Mobility impaired, Medical Disability; University, ON*

Extra time is never a problem. *Blind/visually impaired; University, Atlantic Canada*

Prolongation pour examen: + 1/3 du temps régulier. Politique d'examens adaptés au SIPH. Il y a des salles individuelles et supervision. On peut aussi s'arranger avec les profs pour faire examen à la maison (reçoit par courrier et renvoie par courrier en même temps que les autres, ou pas faire). *Déficiences motrice; Université, QC*

Most of the above depend on what the student can find or agree upon with the instructor. *Blind/Visually impaired; University, Atlantic Canada*

J'ai des problèmes à avoir une période prolongée d'examen malgré que j'écrive lentement / handicap moteur. *Déficiences motrice; Cégep, QC*

Still resistance in some faculties. *Mobility impaired; University, BC*

The Examination Department at [the College] is quite excellent. I now can write exams by computer in my own home and the supervisor comes here. *Mobility impaired, Medical Disability; College, AB*

Good cooperation and encouragement. *Learning Disability; College, SK*

Exam study assistance would be very helpful. *Medical Disability; University, BC*

I have a private room in the library but I don't use it much for study. The air in the building makes people drowsy - this is true even for non-disabled people. It's a sealed building. Most people don't like it. *Medical Disability; University, BC*

The Learning Centre is not big enough to accommodate all students with problems. Expansion is necessary. Also, with teachers on a work to rule, more students require help from this office. *Learning Disability; College, AB*

cont'd... EDUCATIONAL**ACCESSIBILITY: EXAMS, COURSE REQUIREMENTS** - Comments: [v49]

☞ Program doesn't want to have a nursing student with a physical condition that prevents my full participation in clinical rotations 3 days in a row. *Medical Disability; College, AB*

☞ Art History course does not allow me to take an exam in a private room or allow for extra time because the exam includes slides and can only be done in the classroom. *Multiple; College, AB*

☞ The staff was very accommodating for me, so I am assuming that they provide services according to what the client needs. *Other-Neurological; College, BC*

☞ Adaptations, if any, are not suited to personal needs (e.g. told to write exam on computer when extra time was what was requested). *Other-Brain injury; College, BC*

☞ I'm having trouble getting the team to work together, so I can succeed in my schooling. I'm also having trouble with getting them to modify the course, so I can succeed in my English. *Learning Disability; College, BC*

ACCESSIBILITY PROGRAMS: ADMINISTRATIVE SUPPORT, POLICY - Comments: [v50]

☞ Comme étudiant libre, on recherche plus l'acquisition personnelle de connaissances que la performance et la réussite. Cela peut parfois causer des tracas pour son admissibilité à l'université car cela est basé sur les notes scolaires. *Déficiência motrice; Université, QC*

☞ J'ai assisté à une réunion de 35 personnes donc sourds, aveugles et moi. Les professeurs se disent non payés pour donner du temps supplémentaires. La

direction se dit ne pas avoir de budget, la direction technique se dit avoir un plan quinquennal. *Déficiência motrice, Cécité/Déficiência visuelle; Cégep, QC*

☞ [The University] has the ability to provide exceptional service to those students who struggle with disabilities. But those committed individuals lack the budget needed to provide those services. *Learning Disability; University, MB*

☞ There is no policy in the student handbook governing the rights of students with disabilities. *Blind/Visually impaired; University, QC*

☞ My program wasn't very accommodating and there seemed little to no willingness to make necessary changes. There were classrooms I couldn't enter easily and had to sit closest to the door. *Mobility impaired; University, ON*

☞ OSAP was run very poorly; not impressed at all. Student Awards run very well. OSAP should have the job of doing gov. Special Needs bursary [...] *Learning Disability; College, ON*

☞ Les enseignants devraient plus collaborés. *Déficiência motrice; Cégep, QC*

☞ This institution has no written policy for the disabled. The student with a disability is made to feel they should feel privileged that anything at all is done in a lecture hall. *Blind/Visually impaired; University, ON*

☞ It is a disgrace that ignorant and misinformed staff can nullify students' accommodations, and still be paid for their disservice to disabled students and the community at large. *Learning Disability; College, ON*

**cont'd... ACCESSIBILITY PROGRAMS:
ADMINISTRATIVE SUPPORT, POLICY**
- Comments: [v50]

☒ Professors were cooperative when I presented them with requests for accommodations for tests. They are easy to talk with about the problems I have. Excellent rapport. *Learning Disability; University, ON*

☒ Special Services dept. trying to implement working policy; With "red tape", the "bureaucrats", it's difficult. Special Services admin. is excellent. *Medical Disability; University, ON*

☒ The weakness in the support for disabled students lies not with professors, but with the administration... *Blind/Visually impaired; University, Atlantic Canada*

☒ Faculty are very willing to help or adjust situations to individuals' needs as far as I've seen. *Mobility impaired; University, ON*

☒ Policy is still not set regarding students with pervasive developmental disorder (autism). Hopefully, societal misconceptions will continue to dissolve and there will be more of us so that we will be included as a group on forms like this. *Medical Disability; University, ON*

☒ Some faculty and departments are very cooperative, but the department that I deal with has not been as cooperative. *Mobility impaired; University, ON*

☒ [The University] is currently in the process of coming up with an entrenched policy covering the administrative commitment when it comes to access and specific disabilities. *Mobility impaired; University, Atlantic Canada*

☒ Peer note-taker and peer readers and tutor are not trained to work with those who have learning disabilities. *Learning Disability; College, ON*

☒ All these areas I am not sure about, but feel they are very important in the overall access of students with learning disabilities. *Learning Disability; College, ON*

☒ It has been my experience that faculty and other staff are more open minded and flexible than special needs representatives - especially when they have the opportunity to meet and talk to disabled students and thus establish a rapport. *Multiple; University, ON*

☒ More education and awareness is needed as the needs of the student are at times misunderstood. *Blind/Visually impaired; University, Atlantic Canada*

☒ There is general policy in place and in-staff training available. Keep in mind that application and understanding of these policies are quite another thing. Budget for services/programs and commitment are by no means a top priority. *Mobility impaired; University, ON*

☒ Professors are very helpful but there doesn't seem to be much training going on at the administrative level. *Blind/visually impaired; University, Atlantic Canada*

☒ Administration does not explain policies to students (not to me anyway). *Deaf/Hard of hearing; University, MB*

☒ Money again is the problem. Attitudes and priorities are another barrier - much harder to change. *Mobility impaired; University, BC*

☒ [One campus] is better than [another campus]. [This campus] is a bureaucratic

cont'd... **ACCESSIBILITY PROGRAMS:
ADMINISTRATIVE SUPPORT, POLICY**
- Comments: [v50]

institution that is a major barrier to students with circumstances that are not ordinary or mainstream. [The other] is more accommodating of students needs. *Medical Disability; College, BC*

☞ One of my professors was extremely helpful, but one was difficult. Completely unsympathetic (though that's not imperative) and not helpful re: alternate exam times, and would not deal with my assistant instead of me. *Medical Disability; University, BC*

☞ Other than lack of organization, most people are willing to volunteer some form of service as it is needed by disabled students. *Blind/Visually impaired; University, Atlantic Canada*

☞ Most of the assistance I have had has been from committed peers willing to assist me in learning through utilizing my learning style. *Learning Disability; University, MB*

☞ Manque de sensibilisation au près des étudiants. *Déficiences motrice, Cécité/Déficiences visuelle; Cégep, QC*

☞ Lieux physiques: Boutons d'ascenseurs trop hauts. Salle de toilette 3 pour 11 étages. Rampe d'accès: pente abrupte, plus prononcée que 1 1/2. *Déficiences motrice, Cécité/Déficiences visuelle; Cégep, QC*

☞ Peer helper program is great. *Learning Disability; College, ON*

☞ Could be better. *Medical Disability; University, ON*

☞ Availability depended on subject. I also suspect this had to do with the small

size of the student body. *Mobility impaired; University, ON*

☞ I am a volunteer myself. We find this very helpful also as a social support system. *Blind/visually impaired; University, Atlantic Canada*

☞ Not fully utilized or encouraged. *Mobility impaired; University, BC*

☞ Was promised volunteer services but didn't get any and then had to find my own services at the last minute. *Mobility impaired; University, AB*

☞ The study coach/note takers are paid so little that it's a semi-volunteer position. They have to take three courses to qualify for the job - so they are overworked and stressed anyway. It's not a good situation. *Medical Disability; University, BC*

☞ The volunteers have to be the best around! They are always willing to help no matter what the situation or problem. *Learning Disability; University, AB*

☞ I am also a volunteer at Services for Students with Disabilities. We have a high turnout rate of volunteers. *Medical Disability; University, AB*

**EXTERNAL/COMMUNITY
ACCESSIBILITY: LIAISON WITH -**
Comments: [v52]

☞ Most of my assistance has come primarily from Student Services/Disability Services at [The University]. I contacted the Society for Manitobans with Disabilities and received little help. *Learning Disability; University, MB*

☞ La bureaucratie amène parfois de petites difficultés de compréhension entre les ressources. *Déficiences motrice; Université, QC*

cont'd... **EXTERNAL/COMMUNITY ACCESSIBILITY: LIAISON WITH -**
Comments: [v52]

✎ Again the services had more to do with internal matters. It was up to us to get the services we needed. *Mobility impaired; University, ON*

✎ I've had no bad experience there. They seem to be well informed about who does what. *Blind/Visually impaired; University, Atlantic Canada*

✎ More money is needed. *Mobility Impaired; University, AB*

✎ The financial aid office was not knowledgeable about how to apply for the grants available from the provincial and federal governments for students with disabilities. *Medical Disability; University, BC*

EXTERNAL/COMMUNITY ACCESSIBILITY: TRANSPORTATION -
Comments: [v53]

✎ Have public transport stop for disabled with automatic doors at C Building, but there are no elevators except in A and D Buildings. *Mobility impaired; Cégep, QC*

✎ There is only one method of transit I can use (City run for the disabled) and I hate depending on them. *Mobility Impairment; Learning Disability; College, ON*

✎ There exists private transit transportation in [The City]. *Mobility impaired; University, ON*

✎ [The City] has a small Access bus service compared to [other cities]. Therefore, the [The City] service is more expensive and not as accessible as the equivalent services in [other cities].

Mobility impaired; University, ON

✎ Very costly. *Mental Health, Other-Non-declared Learning Disability; University, ON*

✎ Too expensive. *Learning Disability; College, ON*

✎ J'ai fait affaire à une agence de taxi (transport adapté). L'université défraie des coûts pour cela. *Déficiences motrices; Université, QC*

✎ Students with physical disabilities pay a concession fare for BC Transit, i.e. two-thirds of an adult fare. *Other-Loss of fine motor control; University, BC*

✎ It isn't so much the cost. The service is unreliable, slow and crowded. *Blind/Visually impaired; University, BC*

✎ Unable to get monthly pass for Handi-Bus service. *Mobility impaired; University, AB*

✎ Need fixed income passes for accessible transit. *Mobility impaired; University, BC*

✎ BC Transit is awful for anyone. *Learning Disability; College, BC*

✎ Difficult to connect with both campuses. Unorganized. No commuter transportation between campuses. *Medical Disability; College, BC*

In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ All the washrooms are accessible. Unfortunately the campus is not. *Learning Disability; University, Atlantic Canada*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

☒ More time for exams because you are not pressured to finish the exam. You can relax and do the best you can without worrying about time. *Learning Disability; College, ON*

☒ The professors here are provided with individualized notification about what I require. I find this very valuable. *Medical Disability; University, ON*

☒ Disability Services -- Act as liaison between students and their respective faculties. *Deaf/Hard of hearing; University, MB*

☒ Note takers -- They allow me to pay attention in class instead of worrying about writing what the instructor is saying. *Learning Disability; College, ON*

☒ Learning Assistance Centre -- People who try to keep me focused and on track and find me help when needed. *Learning Disability, Mental Health Disability; College, SK*

☒ Examinations assistance and note takers are very easy to get. These services are provided through [The Centre]. *Mobility impaired; University, Atlantic Canada*

☒ The exam rooms for us are nice and quiet and available. I always get more than enough time to write my exams. *Mobility impaired; University, MB*

☒ Instructors in the Special Needs Office who care. Some instructors are **horrible**. the instructors in the SNO care and listen and make suggestions that help you

succeed. *Learning Disability; College, ON*

☒ Library Accessibility Centre -- I am easily overstimulated and having a quiet environment with equipment (such as voice recognition) that assists my study is very important to me. *Medical disability; University, ON*

☒ The voice recognition system -- This allows me to work without so much difficulty on papers, notes, etc. *Medical, Other-Pervasive Developmental Disorder; University, ON*

☒ Counselling -- Someone to talk to who understands and tries to help me. *Learning Disability, Mental Health Disability; College, SK*

☒ Extra time to write exams/tests. I can write a 2 hour test in 2.5 to 3 hours if I need it. *Learning Disability; College, ON*

☒ Extra time for exams -- Able to concentrate because less people around. Don't feel rushed. *Learning Disability; College, SK*

☒ Tutoring -- I have been given time every week to get a tutor. This has helped a lot. I would not have been able to afford this on my own. *Learning Disability; College, SK*

☒ [The Centre] provides support and advocates on my behalf for extra time, quiet rooms and tutor in statistics. Also have assessment and counselling services. Services are being cut. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

☒ Counselling -- Has been very helpful with any questions I have had. *Learning Disability; College, SK*

☒ Services for Students with Disabilities

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

because it is there for you whenever you need it. There is always someone there to talk to, to help, to consult, to blow off steam, to defuse, etc. Our own place! *Blind/Visually impaired; University, Atlantic Canada*

✎ Exam accommodations, i.e. writing separately from everyone else. *Mobility impaired; College, MB*

✎ Health Centre provides me with counselling to work on my non-declared learning disability. Service is being abolished next term. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

✎ A tutor and assessment person at [The Centre]. Very caring and empathetic; wonderful tutoring techniques; very peppy. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

✎ Learning Centre -- Instructors are extremely knowledgeable and helpful. If they don't know they make efforts to find out. *Learning Disability; College, SK*

✎ Classroom relocation is done well if the room is inaccessible (as it will be if the building is not connected to the tunnels). *Mobility impaired; University, MB*

✎ The most successful element of [the University's] campus is [The Centre] for learning disabilities. This is the office where you arrange for extra time, private rooms and computers for tests. Support staff is wonderful. *Learning Disability; University, Atlantic Canada*

✎ Tunnels are very good because they link about 70% of all buildings on campus which is great for getting around in winter. *Mobility impaired; University, MB*

✎ The Financial Aid Office gives priority to students with disabilities. *Learning Disability; University, Atlantic Canada*

✎ They had a physical therapist come in and check desk and chair heights. *Learning Disability; College, ON*

✎ The fact that the Discovery Program is linked to [The College]. *Learning Disability; College, ON*

✎ Adult Basic Education -- Gives a strong foundation, both supportive and educational, on which student builds confidence to pursue studies. *Learning Disability; College, SK*

✎ Student Services Centre -- Is helpful to an extent. People are willing to help but fall short in making changes in program development. *Learning Disability; College, SK*

✎ Recruiting sign interpreters -- There aren't many qualified but we seem to have a lot. *Deaf/Hard of hearing; University, MB*

✎ Last year, they installed two automatic door openings. Although they were first installed backwards, I wish there were more. *Mobility impaired; University, ON*

✎ There was an elevator just installed that connects the bookstore, the main building, and the student employment centre. Previously these were not accessible. There is also an elevator which connects the main building with the tunnel system. In the winter the tunnels from one building to the next are essential. *Mobility impaired; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

✎ A Professor in the Kinesiology Department. She teaches an adaptive physiotherapy program that is not bad. She has contacted outside agencies and relies on their input. I wish that she had more help and equipment. *Mobility impaired; University, ON*

✎ The Education Centre provides excellent service for students with disabilities. I was able to extend final exam periods, get private room to complete my examinations at my convenience. *Deaf/Hard of hearing; University, Atlantic Canada*

✎ Support services -- Although the university does not have a stated policy in order to support students with a disability, what services are in place are very good (e.g. extra time for exams). *Learning Disability; University, Atlantic Canada*

✎ The tutoring because it is one-to-one. They answer any questions that you have in any other classes. *Learning Disability; College, ON*

✎ Exam accommodations. *Mobility impaired; University, MB*

✎ The Business Office where you get your loan and bursary cheques. They are very friendly and helpful. They are fully aware of my disability. *Deaf/Hard of hearing; University, Atlantic Canada*

✎ Recruitment of individuals with disabilities is helped in large part by our general accessibility and they (students) further influence this area because of their needs. *Deaf/Hard of hearing; University, MB*

✎ The extra test time gives me more time to focus on each question. They give you a fair amount of extra time. *Learning Disability; College, ON*

✎ Student Services -- They were able to identify that I had a problem. They provided me with ongoing support to learn how to learn - my style. They provide continual educational guidance and assistance. *Learning Disability; University, MB*

✎ Disability Services -- I am an organizational nightmare. Therefore, I am extremely grateful to have DS who take care of all exam accommodations and administrative headaches. All I have to do is pick up papers and drop them off to my profs. They also foster student/prof relationships. *Learning Disability; University, MB*

✎ Note-taking -- Done by volunteers; we choose them. *Mobility impaired; University, ON*

✎ Counselling Services -- Being faced with an environment that does not quite understand you is a frustrating thing. Counselling services has been a great help to let me vent those frustrations and also has shown me how to take those things that cause me the most stress and turn them into positive challenges instead of negative. *Learning Disability; University, MB*

✎ Learning Centre -- A place to go to talk about needs, work on computer, write tests; A person to assist you when in need of help. Even with a disability and with English as a second language (like me) you can succeed in your education. I find there is support for any need if you ask for help. *Other-Carpal Tunnel Syndrome; College, ON*

✎ [The Centre] -- Resource centre for

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

students with special needs; willing and able to go to bat for students. *Other-Hemiplegic; University, ON*

☒ Staff -- The staff I feel give the most support and understanding and they try their best to give students the help they need. *Learning Disability; University, Atlantic Canada*

☒ Extended exam time -- It is well-organized and efficient. *Mobility impaired; University, ON*

☒ Emotional support, consideration for clients. *Mobility impaired; University, ON*

☒ Math and English Centre has the best teachers who work with LD students. *Learning Disability; College, ON*

☒ [The University] also has [the Centre] which provides numerous services to individuals with disabilities. This works very well. *Mobility impaired; University, Atlantic Canada*

☒ [The University] has a student organization which is active in disability issues and is quite successful. *Mobility impaired; University, Atlantic Canada*

☒ Overall general policies and rules are fair and non-discriminatory to everyone whether they are disabled or not. *Deaf/Hard of hearing; University, MB*

☒ All buildings are connected so travel time for wheelchairs outside in the winter is minimal. *Mobility impaired, Medical Disability (Spina Bifida); College, MB*

☒ Orientation access -- Without it I would probably not have known what to study. *Learning Disability; College, ON*

☒ I think the Learning Disability Centre is one of the best services. They are very friendly and helpful. *Learning Disability; College, ON*

☒ Exam writing accommodations -- I get the extra time and the privacy needed. *Learning Disability, Mental Health Disability; College, SK*

☒ Underground tunnels -- Provide easy access to almost all buildings. The only buildings not connected are the Education building, and [two other colleges]. However [these two colleges] are not really used. The Education building is accessible by everyone's standards. *Deaf/Hard of hearing; University, MB*

☒ Most teaching staff are understanding and willing to help as time allows. *Mobility impaired; College, SK*

☒ Student Services is very helpful; very good counsellors. *Mobility impaired; College, SK*

☒ I am acquiring skills that will lead directly to employment. *Mobility impaired, Learning Disability, Medical Disability; College, Atlantic Canada*

☒ Physical accessibility is good -- automatic front door, elevator and accessible washroom. *Mobility impaired, Learning Disability, Medical Disability; College, Atlantic Canada*

☒ Elevators are strategically placed. You can access any part of campus. *Blind/visually impaired; University, Atlantic Canada*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ The large corridors. It makes it easy for wheelchairs going in opposite directions to pass each other. *Blind/visually impaired; University, Atlantic Canada*

✎ The campus is well laid out with plenty of directional signs in plain view. *Mobility impaired; College, MB*

✎ All buildings are equipped with emergency call stations linked to the security office. *Mobility impaired; College, MB*

✎ Learning Disability Resource Centre -- Without it I would be failing and doing poorly. *Learning Disability; College, ON*

✎ The most successful aspect of service at [The College] is the support staff employed in the Educational Support Centre and in Counselling Services. They are committed and will do whatever they can to accommodate even with meagre resources. *Blind/Visually impaired; College, MB*

✎ [The Centre]. This centre is very helpful in supervising exams. *Blind/visually impaired; University, Atlantic Canada*

✎ Information to professors to allow accommodations. *Blind/Visually impaired, Medical Disability; University, ON*

✎ Adaptive technology. *Blind/Visually impaired; University, Atlantic Canada*

✎ Student Services -- Accessible, helpful, friendly. *Mobility impaired, Learning Disability, Medical Disability; College,*

Atlantic Canada

✎ Faculty helpful and understanding in accommodating the needs of their disabled students. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

✎ For me voice activated devices and texts on tape are important. *Blind/Visually impaired; University, ON*

✎ Special Needs Office: tries hard; empathetic; helpful. *Learning Disability; University, ON*

✎ Library resources. *Blind/Visually impaired; University, Atlantic Canada*

✎ Accessibility in terms of wheelchair ramps. It seems that all buildings are wheelchair accessible. *Other-No use of right arm; University, Atlantic Canada*

✎ [The Centre] because it helps students with disabilities very much. They are very well organized. *Other; University, Atlantic Canada*

✎ The accommodations for test writing are very helpful and the experience has been relatively smooth. *Learning Disability, University, ON*

✎ On-campus staff are very helpful, caring, supportive and knowledgeable. Unfortunately they are also overworked. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

✎ Tutoring -- was a godsend. Since I was stuck in the house (while pursuing my schooling), I didn't have anyone to talk to in order to understand what I couldn't comprehend. Also needed tutoring to retain info because of the impairments caused by my disease and medications. *Medical-Colitis and Fybromyalgia; College, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☒ The head of Special Services has been extremely helpful in getting a computer with special features to help with my limitations. *Mobility impaired, Medical Disability; University, ON*

☒ Volunteer Services. Much needed program; provides a much needed service. *Learning Disability; University, Atlantic Canada*

☒ Railings on ramps -- For those that aren't very steady on their feet, they have something to hold on to. *Blind/Visually impaired; College, ON*

☒ Elevators are available throughout the main campus and have never been out of order. *Mobility impaired; College, ON*

☒ The special needs coordinator is genuinely interested in helping students. *Mobility impaired; University, ON*

☒ The library staff were really fabulous in their willingness to get books off the shelf and sort through reference material. Extremely important for upper year students. *Mobility impaired; University, ON*

☒ [The Centre] -- Assesses the needs of students with disabilities, provides a broad range of services. Extremely accessible. *Blind/Visually impaired; University, Atlantic Canada*

☒ Low grade ramps. Ramps were built for me due to construction of a new arena. *Mobility impaired; College, ON*

☒ Found the instructors to be helpful and friendly as well as the Dean and Chair. *Mobility impaired, Learning Disability, Medical Disability; College, Atlantic Canada*

☒ Automatic doors are at both buildings and work well when not accidentally shut off. *Mobility impaired; College, ON*

☒ Accommodations for extra time on exams and assignments. A formal letter is sent to each prof explaining why accommodations are needed and requesting their cooperation. *Learning Disability; University, ON*

☒ Accommodations for writing in a separate room for tests and exams if required. This respects the various needs of students and their writing habits. *Learning Disability; University, ON*

☒ The small nature of the university makes mobility much easier. One can get to and from anywhere fairly easily. *Mobility impaired; University, ON*

☒ The Adaptive Technology Room allows visually impaired students to read in comfort. *Blind/Visually impaired, Mobility impaired; University, Atlantic Canada*

☒ Providing a special needs counsellor. She was extremely helpful in telling me what services/equipment were available to allow me to achieve the best grades I can. *Medical Disability; College, ON*

☒ Coordination of relocation of classes if done in advance, usually easy to accommodate. *Mobility impaired; University, ON*

☒ [The Centre]. This office acts as a mediator between students and professors in making special arrangements for exams

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

for students with disabilities.

Blind/Visually impaired, Mobility impaired; University, Atlantic Canada

✎ The fact that any services or equipment that I have to pay for can be added to my OSAP application. *Medical Disability; College, ON*

✎ Volunteers who help with travel between classes. *Mental Health Disability; University, ON*

✎ Final exam accommodations. *Blind/Visually impaired, Medical Disability; University, ON*

✎ Student volunteers who willingly give their time to help with such chores as note taking. *Blind/Visually impaired; University, Atlantic Canada*

✎ Exam procedures for individuals with special needs. Very good policy of providing alternative means of examination. *Mobility impaired; University, ON*

✎ The adaptive technologies lab is very successful with users and will, hopefully, improve to accommodate a greater number. *Mobility impaired; University, ON*

✎ Professor awareness. Every prof I have contacted for help has been receptive. *Medical Disability; University, Atlantic Canada*

✎ Staff of the Special Services section have been helpful. *Mobility impaired, Medical Disability; University, ON*

✎ Oral testing; extra time on tests. *Learning Disability; University, Atlantic Canada*

✎ Outdoor lighting. It helps people with physical disabilities feel secure. *Other-No use of right arm; University, Atlantic Canada*

✎ Recreation Leadership program was a great help to me. *Learning Disability, Medical Disability; College, ON*

✎ Individual professors and the administrative staff in the Department of English at [The University] have been very helpful and are understanding of my condition. *Mobility impaired, Medical Disability; University, ON*

✎ Calendar information. *Medical Disability; University, Atlantic Canada*

✎ Some adaptations to campus: ramps, single level buildings. *Mental Health Disability; University, ON*

✎ Bus from downtown to campus and back. *Mental Health Disability; University, ON*

✎ Keeping in touch/contact on progress being made. *Learning Disability; University, Atlantic Canada*

✎ Great service at [The College]. *Learning Disability, Medical Disability; College, ON*

✎ Advice on meeting professors. *Learning Disability; University, Atlantic Canada*

✎ The pay phones are now better equipped for people with a variety of disabilities. *Deaf/Hard of hearing; College, MB*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

✎ Microtext -- Need more staff and equipment and they would become an efficient service. *Medical Disability; University, ON*

✎ Part-time -- It makes life a lot easier for me. I don't have to worry about writing three and four tests in one day. *Medical Disability; College, ON*

✎ Special Services dept. is the most successful. Any changes taking place to aid disabled students are initiated by them, but cooperation from faculty and government is difficult and sometimes seems impossible. *Medical Disability; University, ON*

✎ Reach -- I get the extra help that I need. Extra time for writing my tests, computers to use, and many more advantages. *Medical Disability; College, ON*

✎ General Arts and Science -- It will help reduce the load of work when I get into the program I need, because I will have the credit. *Medical Disability; College, ON*

✎ Because the campus is all interconnected, physical access is not difficult. *Mobility impaired; University, MB*

✎ Wheelchair access and awareness -- Physical adaptive course in Kinesiology; all buildings have ramps for entrance. *Blind/Visually impaired; University, ON*

✎ Security/social support. *Blind/Visually impaired; University, ON*

✎ The accommodations for exams and the use of computers for essays during the exams. [...] I need a separate room for tests and freedom from background noise to concentrate. *Learning Disability; University, ON*

✎ I am graded with the accommodations, not with them held against me. I got an A but only because I was able to get special accommodations. I am able. I just work in a different way. *Learning Disability; University, ON*

✎ The awareness that I can be open with professors, rather than having to ask for every detail to avail myself of the conditions in which my abilities can be realized. *Learning Disability; University, ON*

✎ Disability Assistance -- available to all students. *Blind/Visually impaired; University, ON*

✎ Volunteer is always available to people with disabilities. You ask for help and it is usually given to you. *Deaf/Hard of hearing; College, MB*

✎ Peer note taker program. *Deaf/Hard of hearing; University, ON*

✎ [The College] has recently opened a new Special Needs wing with the latest requirements available. I have not had access to computers and all special needs services available. I have not dealt with them personally, although I have heard they are excellent. *Mobility impaired (lower back injury); College, ON*

✎ Peer tutoring. *Deaf/Hard of hearing; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☒ Services that are provided by Student Services or Information Centre. They try their best to help. *Deaf/Hard of hearing; College, MB*

☒ Private rooms to write a test in. Makes it easier to concentrate. *Mobility impaired; Learning Disability; College, ON*

☒ Accessible washrooms because they have big stalls which makes it easier to get around with my wheelchair. *Mobility impaired; Learning Disability; College, ON*

☒ Automatic doors because they are at every door. *Mobility impaired; Learning Disability; College, ON*

☒ All special needs services located in one area on main floor. *Mobility impaired (lower back injury); College, ON*

☒ Having a board position set aside for a person with a disability in the Student Association makes representation easy at that level. *Mobility impaired; University, MB*

☒ It is good to have one person to go to as advisor and special needs coordinator makes things less complicated. *Mobility impaired; University, MB*

☒ Computer programs for blind people, and work tables at different heights for people in wheelchairs. *Blind/Visually impaired; College, ON*

☒ [The University] has the audio library on campus. *Learning Disability; University, ON*

☒ Good communication with my professors. *Learning Disability; University, ON*

☒ Consultation with faculty and staff through the use of resource materials. *Mobility impaired; University, Atlantic Canada*

☒ The campus is extremely accessible. The layout is excellent and community resources are available. *Learning Disability; College, ON*

☒ Test/exam accommodation and schedules. *Learning Disability; University, ON*

☒ The equipment available to students with special needs is outstanding. *Learning Disability; College, ON*

☒ Student orientation. *Mobility impaired; University, Atlantic Canada*

☒ Library. *Mobility impaired; University, Atlantic Canada*

☒ Library and Computer Labs. Now that our school has more computers plus Internet, it really helps. *Learning Disability; College, ON*

☒ Our Learning Centre. This dept. has a lot of options to help students deal with their work load. *Learning Disability; College, ON*

☒ Most successful are elevators and ramps for physically disabled. Security is also good until 11 pm. *Learning Disability; College, ON*

☒ Even though elevators are few and far between, they do exist in the college. This allows me to attend courses as an individual using a wheelchair. Lighting as

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

well is sufficient in classrooms. *Mobility impaired, Medical Disability; College, ON*

☞ [The University] Student Experience Program, a program set up to provide students with work experience on campus for 40 or 80 hours per semester, has provided all students, with and without disabilities, the chance to obtain valuable work experience, connections and some extra cash within the university community. *Blind/Visually impaired; University, Atlantic Canada*

☞ Firstly the security and maintenance staff at [The University] are accommodating in whatever way they can be. If there is a curable problem which is brought to their attention as a disability issue, they will address it as quickly as possible. *Blind/Visually impaired; University, Atlantic Canada*

☞ The counselling centre. The network of counsellors and staff provide a wide range of individual and group services in a wide variety of areas. On a number of occasions, I have benefited from their support and feel that it is a valuable part of the university which more students should make use of. *Blind/Visually impaired; University, Atlantic Canada*

☞ Being able to take part-time courses gives me the motivation and opportunity at the postsecondary level. This is achieved at my own pace. I think that it's important for a disabled student. *Mobility impaired, Medical Disability; College, ON*

☞ Education Accessibility. Without this service, I wouldn't be able to attend college, either night courses or during the day. Having my books on tape, oral exams

and tests, and a note taker allow me to succeed with independence both in class and out. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

☞ The most successful feature is the staff of Special Needs. Available, courteous, understanding and intuitive, they are the most valuable resource. *Learning Disability; College, ON*

☞ Exam accommodations -- they give good accommodations for students with disabilities. *Mental Health Disability; College, ON*

☞ The remodelling of student service areas to make counters etc. wheelchair accessible. It is now significantly less of a hassle to deal with administration staff. Also, it is less impersonal if you can actually see the person you are dealing with. *Mobility impaired; University, ON*

☞ The removal of all barriers from food service area now allows disabled students to select their own food instead of having to rely on someone else to do so for them. *Mobility impaired; University, ON*

☞ The installation of an elevator to make athletic areas, student lounges and the pub wheelchair accessible have led to a better integration of disabled students into mainstream college society. *Mobility impaired; University, ON*

☞ Service pour personnes handicapées - très efficace. Au moindre problème en concernant mon handicap, ils'en occupent et ont beaucoup de services. *Surdité/Personne malentendante; Université, QC*

☞ Instructors attitude and cooperation -- Very approachable and available for help. Very understanding and allow accommodations to be made. *Learning Disability; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ For me, extra time on exams and separate room, because quiet and less stressful. *Learning Disability; University, ON*

✎ Our computer labs and Internet setup -- There are lots of computers with Internet access open to all. There are also computers reserved for people with disabilities. Some have large screens, etc. *Learning Disability; University, ON*

✎ Funding -- No scholarships, grants to help me get a computer. *Learning Disability, Other-Chronic Hip Condition; University, ON*

✎ Special Services: Exam and test taking stalls -- I couldn't get by without use of computer and extra time. *Learning Disability, University, ON*

✎ The accessibility of student counselling, for both disabled and other students. The large range of services available cover areas ranging from academic concerns to personal issues (ie. stress management, grief counselling). *Other-Post Traumatic Stress Disorder; University, ON*

✎ The open availability of support services for disabled students - providing advocacy services to aid students to continue their education while contending with difficulties beyond a student's control. *Other-Post Traumatic Stress Disorder; University, ON*

✎ Special orientation program for students with disabilities. This is important since it allows (at least for that first week) a sense of the types of services available to

students with disabilities. *Blind/Visually impaired; University, QC*

✎ Transit from campus to campus due to its excellent schedule. *Blind/Visually impaired; University, QC*

✎ The emphasis put on ability rather than disability. The very name of the office - Ability and Access Office - promotes a positive outlook for the student and his/her potential as a person. *Other-Post Traumatic Stress Disorder; University, ON*

✎ [The Centre] -- Very helpful in assisting students with their needs at university. Providing academic counselling for students with disabilities and learning assistants to those who need tutoring. *Learning Disability; University, ON*

✎ Alternative examination procedures. *Blind/Visually Impaired; University, ON*

✎ Friendly staff in Disability Service Office. *Blind/Visually Impaired; University, ON*

✎ Alternative format study materials. *Blind/Visually Impaired; University, ON*

✎ The Office for Students with Disabilities has good connections with all profs so it is easy to access alternate learning environments or exam accommodations. *Blind/Visually impaired; University, QC*

✎ Special Services: Proofing of papers -- Polished papers make big difference between low B and high B; Counselling -- Helps since society often scapegoats others with disabilities; provides emotional support not given by family or some peers. *Learning Disability, Other-Chronic Hip Condition; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

☞ Counselling from learning disability professional; provides connection to university through empathic and understanding individual. *Mental Health Disability; University, ON*

☞ Office for Learning/Physical Disability; provides access to materials needed like books on tape. *Mental Health Disability; University, ON*

☞ Program for extra time to do exams. This helps all people who have access to special needs facilities. *Multiple Disabilities; University, ON*

☞ Financial support helps a lot. *Mental Health Disability; University, ON*

☞ The Office for Students with Disabilities is helpful, well organized, and active on the part of its members. *Blind/Visually impaired; University, QC*

☞ Les services de bureaux des interprètes parce que quand j'ai besoin de savoir les techniques des LSQ ou je savais lui rejoindre facilement et le plus rapide. *Surdité/Personne malentendante; Cégep, QC*

☞ Interprète (LSQ) parce que je suis assez satisfait qu'il connaît une technique de l'interprète (Langue des Signes Québécois) pour les techniques des informatiques et infographies. L'interprète a obtenue leur certificat des interprètes personnels. *Surdité/Personne malentendante; Cégep, QC*

☞ Help with school work and in class work, e.g. note taker. *Learning Disability;*

College, ON

☞ Additional time for exams. *Mobility impaired, Deaf/Hard of hearing, Medical Disability; College, ON*

☞ Extended course program for mature students and/or SWD. *Mobility impaired, Deaf/Hard of hearing, Medical Disability; College, ON*

☞ L'ascenseur qui était déjà là à mon arrivée. *Déficiences motrice; Cégep, QC*

☞ L'employé de la maintenance toujours disponible pour les retouches techniques. *Déficiences motrice; Cégep, QC*

☞ Assistance with transportation, to help people to get to school. *Learning Disability; College, ON*

☞ Prise de la note parce que je concentre facilement l'interprète quand le professeur, en même temps, l'autre élève entendant écrit la note pour nous. *Surdité/Personne malentendante; Cégep, QC*

☞ Transport pour services adaptés. *Surdité/Personne malentendante; Cégep, QC*

☞ Le responsable local pour les handicapés est très sympathique et est d'une oreille attentive. *Surdité/Personne malentendante; Cégep, QC*

☞ The Special Needs Coordinator because she helps me access the services that help me in my class. *Deaf/Hard of Hearing, Speech Impaired; University, ON*

☞ The Peer Tutoring Program because I had help from older students to understand the course work. *Deaf/Hard of Hearing, Speech Impaired; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

☞ Les preneurs de notes (même si je n'aime pas ça, plusieurs étudiants seraient prêt à le faire bénévolement également les interprètes gestuels). *Surdit /Personne malentendante; C gep, QC*

☞ Note-taking [assistance] helps me to give full attention to the professor while another person takes my notes. *Deaf/Hard of Hearing, Speech Impaired; University, ON*

☞ Le syst me de preneur de notes. *Troubles d'apprentissage, dont le syndrome de d ficit d'attention; C gep, QC*

☞ La personnel  qui s'occupe de nous. La secr taire, responsable preneur de notes... *Troubles d'apprentissage, dont le syndrome de d ficit d'attention; C gep, QC*

☞ [The College] -- Built to accommodate. *Mobility Impaired; University, ON*

☞ [The Library] -- Built to accommodate. *Mobility Impaired; University, ON*

☞ My profile sent to my instructors-- This reduces my anxieties; less stress for me since I have a letter of introduction re: my migraines. *Medical disability (Migraines); College, ON*

☞ Private counselling. *Mobility Impaired; College, ON*

☞ Facilities set up for disabled students. *Mobility Impaired; College, ON*

☞ [The College] Special Needs staff are truly amazing. They are in it for the benefit

of students. I wouldn't change schools because of it. *Learning Disability; College, ON*

☞ Friendliness of staff; willing to help students. *Mobility Impaired; College, ON*

☞ There are ramps at all entrances to the College with electric doors, making the building accessible at all times. *Other-Agility (RSI); College, ON*

☞ The access to private rooms for test/exam writing. Excellent. *Learning Disability; College, ON*

☞ The physical accessibility is better than at most institutions I have attended. *Learning Disability; College, ON*

☞ Faculty (teachers) -- Understand and are willing to help in any way they can. *Learning Disability; College, ON*

☞ Student Awards Service -- The people are amazing. They made my year. Care, respect, unlimited help and support. Without them I would not have gone to postsecondary school. [The College] is the only school I have seen where it is done so well. *Learning Disability; College, ON*

☞ The Student Centre for Disabilities. The staff that works there go above and beyond what their job entails to accommodate students. *Learning Disability; College, ON*

☞ Relocating classes. Service is quick, well coordinated. *Mobility impaired; University, QC*

☞ Centre for Students with Disabilities -- A required liaison for students to achieve success in their studies. (I think the Students' Association could do more than they do.) *Mental health, Medical disability; College, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ Liaison with security staff (who are frequently insensitive to the needs of persons with disabilities). *Mobility impaired; University, QC*

✎ Great chairpersons for each department, willing to help students. *Mental health, Medical disability; College, ON*

✎ The Learning Centre offers a full range of service to students with disabilities of all kinds. I haven't heard any complaints about their services. Personally, I would not be able to complete my studies successfully without the note-taking and test accommodation services. *Other-Agility (RSI); College, ON*

✎ The centre for student development has helped me, acting as liaison with my department when I needed them to intercede. *Deaf/Hard of hearing, Learning Disability, Acquired Brain Injury; University, ON*

✎ Peer Helper Program because students who have been at school longer will be able to help a student with a disability cope with getting around. *Mobility impaired; College, ON*

✎ Disseminating of information. I have not always chosen to make use of tours, orientation -- but when I need a specific question answered, someone is always on hand. *Mobility impaired; University, QC*

✎ Support -- I feel this is important and successful because the teachers are always there when you need to talk to them or have concerns. They listen to you and try

to help in any way they can. I feel it would be very difficult to cope and survive the transitional changes without this. *Learning Disability; College, ON*

✎ Availability of Office for Students with Disabilities staff to students. *Blind/Visually impaired; University, QC*

✎ PLT is fairly successful. Most of the clientele go there for any special needs equipment or help. *Blind/Visually Impaired; College, ON*

✎ Office for Students with Disabilities staff standing up for students. *Blind/Visually impaired; University, QC*

✎ Peer helper program is very successful in matching any student with a peer to help orient them around the school and just to talk. *Blind/Visually Impaired; College, ON*

✎ Computer learning aids; examination organization. *Blind/Visually impaired; University, QC*

✎ Accommodations -- I feel this is very important and successful because... without special needs help, it would be very difficult to complete my school year and program. *Learning Disability; College, ON*

✎ [The University] Disability Awareness Committee -- because it deals with people with disabilities. *Mobility Impaired; University, ON*

✎ Faculty in general because they are aware of accommodations. *Mobility Impaired; University, ON*

✎ Attendant Services -- because they treat everyone as an equal. *Mobility Impaired; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☞ The Office for Students with Disabilities and its services (computer labs, lounge, etc.) The coordinator is excellent and very fair. She really cares about students. *Learning Disability; University, QC*

☞ They [disability office] are very flexible and ask faculty to be flexible with PWD. This really helps a lot. I praise the services that the disability office is providing. *Learning Disability; University, ON*

☞ Peer tutoring service/hours available to students with disabilities. This is a great program and really has made a difference to me. *Learning Disability; University, QC*

☞ People at the office really care. They are not just doing it because it's their job. *Learning Disability; University, ON*

☞ Computer labs for disabled students and staff who work there are very knowledgeable about various types of computers. *Learning Disability; University, QC*

☞ Counselling -- they are very eager to see you succeed and they will do whatever it takes to make it happen. *Mobility Impairment, Learning Disability; College, ON*

☞ Teachers do a fabulous job even though they have not worked with the disabled their entire life. *Mobility Impairment, Learning Disability; College, ON*

☞ Awareness -- promote, advertise

around campus. *Learning Disability; University, ON*

☞ Peer tutoring has helped me understand my courses and helped my confidence. *Mobility Impairment, Learning Disability; College, ON*

☞ Elevators/Ramps -- I need them! *Mental health, Medical disability; College, ON*

☞ Bonne préparation des professeurs en général à nous réservoir. *Déficiences motrice, Autre-Les mains et les pieds; Université, QC*

☞ Bonne intégration en groupe. *Autre-Les mains et les pieds; Université, QC*

☞ Préparation au début de session. - Rencontre avec la conseillère et établi les coûts pour chaque session. *Déficiences motrice, Autre-Les mains et les pieds; Université, QC*

☞ Tout d'abord, je crois que l'accès à ma faculté est excellent. Il existe de nombreuses rampes d'accès qui sont en général assez bien arrangées. *Déficiences motrice; Université, QC*

☞ Transport. *Déficiences motrice; Université, QC*

☞ Le soutien administratif pour les étudiants fait de leur mieux pour nous aider. *Cécité/Déficiences visuelles; Cégep, QC*

☞ Le service pour les handicapés est excellent. *Déficiences motrice; Université, QC*

☞ La bibliothèque est régulièrement très accessible; il existe un ascenseur pour y utiliser et le personnel est disponible en tout temps lorsque je veux un livre que je

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

ne peux pas attendre. *Déficienc motrice; Université, QC*

☞ Le laboratoire d'informatique de ma faculté est régulièrement très accessible. Tous les ordinateurs sont surposés à une hauteur confortable qui me permet de les utiliser facilement lorsque je suis assis dans mon fauteuil roulant. *Déficienc motrice; Université, QC*

☞ Les transports en commun nous débarquent en avant le cégep. *Cécité/Déficienc visuelle; Cégep, QC*

☞ Je trouve que les professeur de [l'université] ont peur d'avoir une personne handicapée dans la classe. *Déficienc motrice; Université, QC*

☞ Il te laisse tellement indifférent. Tout ce que ils veulent c'est de nous décourager. *Déficienc motrice; Université, QC*

☞ Prolongation du temps pour les examens. Le service d'interprète est excellent. *Surdité/Personne malentendante; Cégep, QC*

☞ Même certain directeur adjoint se donne la main avec des professeurs. *Déficienc motrice; Université, QC*

☞ Bureau pour handicapés. *Déficienc motrice; Université, QC*

☞ Preneur de notes parce qu'à l'occasion je dois m'absenter de l'école pour des séjours d'hospitalisation. *Autre-Déficienc pulmonaire; Université, QC*

☞ Les personnes ressources des services

aux étudiants nous transmettent de l'information et nous aide dans nos démarches. *Autre-Déficienc pulmonaire; Université, QC*

☞ Ordinateurs. C'est pratiques parce qu'il n'y a pas beaucoup de personnes qui les utilisent donc on est sûre qu'il y en a toujours un de libres. *Autre-Déficienc pulmonaire; Université, QC*

☞ Service d'aide financière pour les personnes sourdes (seulement les bourses). Très pratique mais il faudrait augmenté le montant à cause les frais scolaire qui augmente de plus en plus. *Surdité/Personne malentendante; Cégep, QC*

☞ Le local de travail adapté -- local bien équipé pour étudiants ayant une déficienc visuelle. *Cécité/Déficienc visuelle; Université, QC*

☞ L'édifice des services -- bonne adaptation des liens, et portes automatiques. *Cécité/Déficienc visuelle; Université, QC*

☞ Les preneurs de notes aussi, je ne peux pas écrire parce que je ne peux pas suivre en même temps à écouter face l'interprète. Je suis satisfait d'engager les preneurs de notes. *Surdité/Personne malentendante; Cégep, QC*

☞ La prise de notes, car la prise de notes me permet de suivre efficacement les cours en me concentrant sur mon interprète sans perdre aucune information que lorsque je prends moi-même des notes. *Surdité/Personne malentendante; Cégep, QC*

☞ Les interprètes fournissent aussi un bon service, car je comprends et me concentre mieux au cours et avec les interprètes. Je peux leur faire répéter lorsque je ne comprends pas. *Surdité/Personne malentendante; Cégep, QC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☞ Bibliothèque: Je sais qu'ils ont tout le matériel nécessaire pour les aveugles, entre autres. Ils ont beaucoup de matériel pour faciliter le travail des handicapés.

Surdité/Personne malentendante; Université, QC

☞ Bibliothèque - Registraire. L'édifice est très bien adapté aux handicapés et très accessible. *Surdité/Personne malentendante; Université, QC*

☞ Le tutorat parce que j'ai de la difficulté en français pour améliorer de l'écriture et de lecture. *Surdité/Personne malentendante; Cégep, QC*

☞ Les services interprète gestuels nous permettent à aider pour comprendre les cours important. *Surdité/Personne malentendante; Cégep, QC*

☞ L'aide aux étudiants, leurs organisations est globale. Nous pouvons facilement avoir différents services. *Cécité/Déficiência visuelle; Cégep, QC*

☞ Bureau d'accueil des personnes handicapées. -- la coordonnatrice.-- on est toujours au courant selon nos besoins. *Déficiência motrice; Université, QC*

☞ Département des sciences sociales. Prennent en considération nos demandes. *Déficiência motrice; Université, QC*

☞ Accessibilité des toilettes. *Déficiência motrice; Cégep, QC*

☞ Bibliothèque: offrent des services essentiels. *Déficiência motrice; Université, QC*

☞ Les service de tutorat m'aident beaucoup aussi, car ils permettent de m'améliorer et de surmonter mes difficultés. *Surdité/Personne malentendante; Cégep, QC*

☞ La bibliothèque -- le bureau d'accueil à mis les bouchées double afin de rendre la édifice accessible. Colories avec une bande contrastante, ascenseurs adaptés etc. *Cécité/Déficiência visuelle; Université, QC*

☞ Relation avec personne conseillère aux personnes handicapées. *Déficiência motrice; Cégep, QC*

☞ Prise de notes avec papier carbone. *Déficiência motrice; Cégep, QC*

☞ Tutoring -- Readily available; excellent tutors. *Medical disability (Migraines); College, ON*

☞ [L'université] est près de tout, bien centrée, facile d'accès avec le métro. Tous les services y sont regroupés. *Cécité/Déficiência visuelle; Université, QC*

☞ Policy of administration to encourage people with disabilities to attend. Because this really shows support by the school. *Blind/Visually Impaired; University, ON*

☞ Très bon service d'aide à la recherche d'emploi: possibilité d'emprunter un cartable d'offre d'emploi comme je ne peux pas les lire à l'écran. *Cécité/Déficiência visuelle; Université, QC*

☞ Improvements in large print computers and utilization of PCS in general. Makes it easier for students with visual impairments to complete their studies. *Blind/Visually Impaired; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☞ Understanding instructors. Helps students to study and gives needed encouragement for such. *Blind/Visually Impaired; University, ON*

☞ Elevators- easy access. *Bilateral Epicondylitis (both elbows); College, ON*

☞ Counselling services - excellent; very helpful. *Bilateral Epicondylitis (both elbows); College, ON*

☞ [L'université] a un esprit militantisme, contestataire. C'est important. *Cécité/Déficiência visuelle; Université, QC*

☞ Exam accommodations and facilitators - excellent. *Bilateral Epicondylitis (both elbows); College, ON*

☞ The Disability Centre gave me confidence that I'm able to finish University, even though I suffer from fibromyalgia and depression. They're there for me when I most need it. They saved my life. I value their work, because no matter what you have, they don't question you. They respect you no matter what you have. *Other-Chronic Fatigue, Fibromyalgia; University, ON*

☞ Automatic doors -- Doors that are not automatic are being changed or remain open. Automatic doors allow easier access to different services. *Learning Disability; University, ON*

☞ Ils m'ont trouvé une accompagnatrice. *Déficiência motrice; Cégep, QC*

☞ Autour des travaux dans la construction d'une toilette adaptée.

Déficiência motrice; Cégep, QC

☞ Most rooms used for testing are in one building, limiting the amount of times you need to be outside. *Learning Disability; University, ON*

☞ Counselling -- Readily available; caring and sensitive. *Medical disability (Migraines); College, ON*

☞ Good elevators and ramping to get to any classroom or office. *Learning Disability; College, ON*

☞ Learning Centre -- Directs students to where services can be accessed and helps them as much as possible to obtain services. *Mobility impaired; College, ON*

☞ Service offert par le responsable des personnes handicapées. En général il fait le lien avec l'étudiant, les profs et les autres services. *Déficiência motrice, Déficiência de la parole; Cégep, QC*

☞ Student Equity Committee -- Brings forward all issues of concern for disabled students to proper department and pushes to have problems rectified. *Mobility impaired; College, ON*

☞ Dép. services d'aide pour les personnes handicapées (personne qui s'occupe les interprètes, preneur de note etc). Le service est très bon. *Surdité/Personne malentendante; Cégep, QC*

☞ Aide pour les choix de cours. *Cécité/Déficiência visuelle; Cégep, QC*

☞ Aide financières aux étudiants: Aide pour compléter les formulaires, Service personnalisé. *Cécité/Déficiência visuelle; Cégep, QC*

☞ Le service de transport adapté (taxi). *Déficiência motrice; Université, QC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☞ L'aide financière est relativement bonne grâce à l'implication du Ministère de l'éducation. *Déficiência motrice; Université, QC*

☞ Au point de vue intégration de la personne aux services de l'université. C'est quand même accessible pour tous. *Déficiência motrice; Université, QC*

☞ Personnes ressources toujours disponibles. *Déficiência motrice; Université, QC*

☞ Accessibilité - excellent. *Déficiência motrice; Université, QC*

☞ L'intégration des personnes handicapées. *Déficiência motrice; Université, QC*

☞ Programme de droit à [l'Université] bien adapté à nos services. *Déficiência motrice; Université, QC*

☞ I am not familiar with any other features in my educational facility, as I do not have anything to do with any other services for people with physical disabilities. But I'm sure that there's many more that I am not aware of. *Mobility Impaired; University, ON*

☞ Outils de travail: Un manque de budget et un manque de compréhension des administrateurs. Ex. plus d'un mois pour la réparation de l'ordinateur relié au réseau interne, les tables à la bibliothèque trop basses. *Déficiência motrice, Cécité/Déficiência visuelle; Cégep, QC*

☞ [name]. Excellent person to work with.

Very approachable and trustworthy. Great person to visit with when writing exams. *Learning Disability; College, ON*

☞ Les profs et le personnel auraient besoin d'une formation continue pour apprendre qu'il y a autant d'handicap qu'il y a de personne, que les besoins sont pour la session et non dans les 5 années à venir. *Déficiência motrice, Cécité/Déficiência visuelle; Cégep, QC*

☞ [The Centre] for Persons with Disabilities because it gives people with disabilities the chance to receive a successful education. *Mobility Impaired; University, ON*

☞ Services d'intégration aux étudiants handicapés (SIPH): Services individualisés, laboratoires d'équipements adaptés, personnes ressources, liens avec les modules et départements, les profs., liens avec la personne responsable des locaux. *Déficiência motrice; Université, QC*

☞ Service de preneur de notes. *Déficiência motrice; Cégep, QC*

☞ Services aux étudiants handicapés, évaluation des besoins. *Déficiência motrice; Cégep, QC*

☞ Explication des besoins aux enseignants (lettre). *Déficiência motrice; Cégep, QC*

☞ Library -- Librarian was so helpful in accommodating my needs. *Medical-Colitis and Fibromyalgia; College, ON*

☞ Computer accessibility -- Special computers for students with disabilities in a separate room, easy to access. *Deaf/Hard of hearing; College, ON*

☞ Isolation [for exams] if needed. *Learning Disability; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

✎ Academic accessibility. *Medical Disability; University, QC*

✎ For all students with disabilities, by observation only, I would say the services of the staff; the accessibility to the office itself; the equipment available to students with disabilities. *Medical Disability; University, QC*

✎ Computers, computers, computers. You can't compete if you hand things in handwritten. *Mental Health Disability; University, QC*

✎ Automatic doors at all entrances. *Blind/Visually impaired; College, ON*

✎ Financial aid for equipment is prompt. They process quickly and help you get what you want. *Learning Disability; College, ON*

✎ Extended time for exams. *Learning Disability; University, ON*

✎ Computers for exams. *Learning Disability; University, ON*

✎ In the Social Services department, I enjoy the teachers. *Learning Disability; Northern College, ON*

✎ Books on tape. *Learning Disability; University, QC*

✎ I think that the applied nature of [the University's] programs appeal to LD students. The heavy work loads and high number of class hours a week help to give school structure that I badly needed and wouldn't get at a trade school or another

university. *Learning Disability, Medical Disability; University, ON*

✎ The Access Centre! The staff are amazing and will totally go out of their way for you. I would have been lost without them. *Learning Disability, Medical Disability; University, ON*

✎ Special Needs Librarian -- She is always accessible to get research help, with SN room and equipment. *Blind/Visually impaired; College, ON*

✎ Special Needs Services -- New section of college, very accessible, bright, wide. Great selection of equipment to help students. *Blind/Visually impaired; College, ON*

✎ Bookstore/Computer Store -- Many products - books, software - for everyone; easy to access; books easy to find, in sections for each program. *Deaf/Hard of hearing; College, ON*

✎ Library Services -- Librarians are always willing to help find what you need; always know what you are looking for; very supportive, great staff. *Deaf/Hard of hearing; College, ON*

✎ Office for Students with Disabilities -- Effective, organized and extensive. *Mobility impaired; University, QC*

✎ The way letters are written to professors from the Office of Students with Disabilities. It gave me an in to talk to all my professors and advocate my own needs. *Mental Health Disability; University, QC*

✎ Accessible bus on campus; very helpful for those with mobility disabilities. *Mobility impaired; University, QC*

✎ The one-to-one counselling by the centre helps in building and maintaining

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

my self-esteem and gives strategies on how to handle situations and/or events. *Learning Disability; University, ON*

✎ Computers for exams. *Learning Disability; University, QC*

✎ It is one of the best colleges I have attended in training in terms of instruction and helpfulness. *Blind/Visually impaired; College, ON*

✎ Note taking Service: One does not have to go through the hassle of finding their own note taker. At the beginning of the year, one simply gives the Special Needs Office a list of their courses and the rest is taken care of. *Learning Disability; University, ON*

✎ Letters for the teachers. *Learning Disability; University, QC*

✎ [The University's] Disability Services -
- Has helped me greatly in terms of accessible formats for exams. This service while not very successful in improving physical access for me has done what they can for me. *Mobility impaired; University, ON*

✎ Special Needs -- We are very fortunate at [The University] to have a wonderful individual coordinating services for Special Needs students; she goes above and beyond the call of duty. *Mobility impaired; University, ON*

✎ Special Readers Services -- Program which puts texts and other reading materials into accessible formats. This service also provides access to computers that have special features to help people

with disabilities write papers, etc. Example: voice input, adjustable desks, large screens, voice output, etc. *Mobility impaired; University, ON*

✎ Instructors are encouraging about helping me get through. *Blind/Visually impaired; College, ON*

✎ Special Registration Services -- I've attended one college and another university before attending [The University]. [The University's] Disability Services has worked with staff to create a hassle-free, low run around registration for students with disabilities. *Mobility impaired; University, ON*

✎ Special Needs Counsellors are very helpful. *Blind/Visually impaired; College, ON*

✎ Athletic programs and facilities -- [...]; Athletic centre; Varsity. *Deaf/Hard of hearing; University, ON*

✎ [The Centre] needed for help in library. *Learning Disability; University, ON*

✎ [The Centre] overall. *Learning Disability; University, ON*

✎ Photocopy pass. Now I can have the same information as those who can afford it. *Mental Health Disability; University, QC*

✎ [Service] coordinators because they are able to do battle for us when we don't know what to do. *Learning Disability; University, ON*

✎ Registration and helpfulness of staff. *Medical Disability; University, QC*

✎ They try to cooperate. *Learning Disability; College, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☞ Most of the programs are good.
Learning Disability; University, QC

☞ Course selections -- variety. *Deaf/Hard of hearing; University, ON*

☞ Libraries -- Lots of material on different subjects; Very accessible.
Deaf/Hard of hearing; University, ON

☞ Housing: A student with a disability is guaranteed a room in residence to eliminate the burden of looking off campus. *Learning Disability; University, ON*

☞ Latest addition for those with disabilities (i.e. elevators)-- have made good choices; a bit slow to come about, but once in place are generally very good.
Mobility impaired; University, ON

☞ The disability service office helped me get good teachers and a good schedule.
Deaf/Hard of hearing, Blind/Visually impaired; University, QC

☞ Faculty -- Very willing to help and to accommodate students with special needs.
Mobility impaired; University, ON

☞ Our Office for Students with Disabilities is an excellent resource with dedicated people. The on-campus transportation is excellent and provision of alternative exam formats is great. *Other-Severe Tendonitis; University, QC*

☞ The services for students with disabilities is excellent at dealing with each student and working along with teachers. ([name] is a wonderful counsellor.)

Learning Disability; Cégep, QC

☞ Volunteers because they made the adjustment to university a lot easier, providing assistance in getting to class.
Blind/Visually impaired; University, ON

☞ Special Needs Department because, unlike other universities, I actually had my textbooks on tape when I needed them, instead of when my course was finished.
Blind/Visually impaired; University, ON

☞ Extended time for examinations saved my life. Without it I couldn't have succeeded so well. *Learning Disability; Cégep, QC*

☞ Learning Assistance Centre -- Make all possible accommodations they can and are always open to helping. *Mobility impaired; University, ON*

☞ Tutoring -- Although the school may be a little slow at finding tutors, they still get it done. (These are the only two services I use at the college.) *Other-Brain injury; College, ON*

☞ Note taking -- The school will provide you with this service as soon as they are able to. *Other-Brain injury; College, ON*

☞ Special Needs Office -- Very attentive; willing to help with accessibility issues outside immediate program, i.e. GMAT accommodations. *Blind/Visually impaired, Short-term memory problems; University, ON*

☞ Access to computers and technology -- Disabled student services establishes what the persons needs are and tries to find appropriate technology to help them.
Mobility impaired, Speech impaired, Learning Disability; University, QC

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ Most successful would be resource people. They can help when most needed. But it is very difficult to see the persons working there at any time. *Learning Disability; University, ON*

✎ Adaptive technology rooms in [one of the Libraries] -- Provides all the equipment I need in one location; It's quiet; Personnel on staff during business hours to assist specifically those in the lab. *Blind/Visually impaired, Short-term memory problems; University, ON*

✎ Automatic doors and ramps -- very good. The CSD office installed an automatic door where I needed one. *Mobility impaired; College, ON*

✎ A very good and personalized service at the Centre for Students with Disabilities. All counsellors are very knowledgeable and attentive to students' needs. *Mobility impaired; College, ON*

✎ Parking facilities -- very good. *Mobility impaired; College, ON*

✎ The note takers, exam accommodations (computers, extended time, room accommodation) take the pressure off. I can talk to myself, I can pace, I can use the spell check. It is easier to keep organized. *Learning Disability; University, ON*

✎ [The Centre] is a place I can go and be understood when no-one else seems to think there is a problem. A safehaven, an advocate, a cheering squad. *Learning Disability; University, ON*

✎ I'm also pleased to have access to a secluded room (a lounge) when I need to get away from the crowd. *Learning Disability; Cégep, QC*

✎ Extended exam time -- They fairly provide extended time, taking into account the person's disabilities. *Mobility impaired, Speech impaired, Learning Disability; University, QC*

✎ Office for Students with Disabilities -- They give support needed in order to continue. *Mobility impaired, Speech impaired, Learning Disability; University, QC*

✎ Disability services -- without them I would have quit. Especially what I went through last year. They've helped me to hang on and did everything in their power to accommodate my impairments. *Medical-Colitis and Fibromyalgia; College, ON*

✎ Great services person. *Mobility impaired; College, AB*

✎ Great instructors. *Mobility impaired; College, AB*

✎ Staff for assistance when required. *Mobility impaired; Northwest Community College, BC*

✎ Accessible washroom. *Mobility impaired; Northwest Community College, BC*

✎ Automatic doors. *Mobility impaired; Northwest Community College, BC*

✎ Computer access. *Mobility impaired; University, AB*

✎ Library services very helpful, courteous. *Other-Left hemi-paresis; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☞ Physical accessibility; good ramps, automatic doors, washrooms. *Mobility impaired; University, AB*

☞ [One Campus]: The physical layout and the personal concern of the staff, especially student services. Staff provide a feeling of "potential" that enhances the involvement of students with disabilities in the learning environment. This campus is far less intimidating than [the other campus]. *Medical Disability; College, BC*

☞ The instructors and staff are supportive of students. The small class sizes and personal interaction is probably the best aspect of attending this institution. *Medical Disability; College, BC*

☞ The access to help if needed, despite the department, location, or the student's abilities. *Learning Disability; College, AB*

☞ Teachers who care; excellent. *Learning Disability; College, AB*

☞ [The College] is a correspondence school which allows me to create an appropriate study atmosphere and work at my own pace (within the limits of CSL). *Learning Disability; College, BC*

☞ My school provides a plethora of services for the learning disabled students. *Learning Disability; University, BC*

☞ Counselling service, both personal and scholastic; excellent. *Learning Disability; College, AB*

☞ Flexibility. *Learning Disability; University, BC*

☞ Learning Support Services for writing tests; very good to excellent. *Learning Disability; College, AB*

☞ Nice teachers (most of the time). *Learning Disability; University, BC*

☞ Accessibility -- Layout, elevator, wheelchair access, etc. *Other-Neurological; College, BC*

☞ Adult Services -- Very concerned with student need despite campus size. *Other-Neurological; College, BC*

☞ Lots of networking to help get through the red tape. *Other-Neurological; College, BC*

☞ Learning Support Services have helped me and others to realize our greater potential with the services they provide. *Learning Disability; College, AB*

☞ Good programs, courses. *Learning Disability; University, BC*

☞ Computer services is very good. *Learning Disability; College, BC*

☞ Teachers: The desire to help the students overcome any obstacle despite personal limitations. *Learning Disability; College, AB*

☞ Tutoring, very helpful. *Other-Left hemi-paresis; University, BC*

☞ [Name], Education Equity Coordinator; Because of his non-formal approach with me and encouraging comments, smiles and nods. *Other-Right Wrist Impaired; College, SK*

☞ Centre for Students with Disabilities computer lab -- accessible equipment. *Blind/Visually impaired; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility?

Why do you think so? - Comments: [v54]

☒ Special counters/computers in the Registrar's office. *Multiple Disabilities; University, BC*

☒ Note takers/reader. *Blind/Visually impaired; University, BC*

☒ Exam accommodations. *Blind/Visually impaired; University, BC*

☒ Note takers -- They make listening to the prof easier. *Multiple Disabilities; University, BC*

☒ Accessing the Disability Student Service office. She is very helpful and resourceful and she can help deal with instructors if need be. *Deaf/Hard of hearing, Mental Health Disability, Medical Disability; College, BC*

☒ I was able to do my exams in a private room away from distraction. *Blind/Visually impaired, Dyslexia; College, AB*

☒ LSS was able to obtain enlarged texts for me in 5 of my 6 semesters. *Blind/Visually impaired, Dyslexia; College, AB*

☒ Operation of Disability Resource Centre. *Mobility impaired; University, BC*

☒ Duplicating faithfully enlarged all of my in class work without complaint. *Blind/Visually impaired, Dyslexia; College, AB*

☒ The learning resource room; Helps you with your studies and after getting approval for a tutor, helps you to ensure you get the right tutor for your area of study. *Other-*

Back and neck; College, SK

☒ Having a disability counsellor to talk to because they understand the frustrations that you are going through. *Other-Back and neck; College, SK*

☒ Students older, feel comfortable. Much attempt is made to make testing of learning disabilities a positive experience. Much support and encouragement are given once testing is done and tutoring has begun. *Learning Disability; College, SK*

☒ Disability Assistance Program -- Extremely helpful all over campus. *Mobility impaired, Medical Disability; University, BC*

☒ Disability Centre -- Great help. *Mobility impaired, Medical Disability; University, BC*

☒ Audio-visual Department -- Taping is invaluable. *Mobility impaired, Medical Disability; University, BC*

☒ Teaching good; want students to pass. Teachers give students every chance to pass. Much help and encouragement given along the way. *Learning Disability; College, SK*

☒ Maybe will get laptop; will help with my courses. *Medical Disability; University, BC*

☒ Little communication with other departments. *Medical Disability; University, BC*

☒ The number and location of elevators is reasonably good. *Mobility impaired; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ Not a very big campus, like [another University] where you have to walk long distances to attend classes. *Mobility impaired; University, BC*

✎ We have a Disability Resource Centre and people help us with our problems. *Medical Disability; University, BC*

✎ Extended times and exams. *Medical Disability; University, BC*

✎ Transportation -- excellent. *Blind/Visually impaired; College, BC*

✎ Staff and faculty -- excellent. *Blind/Visually impaired; College, BC*

✎ Accommodating students who need special equipment while on campus. Things like adapted chairs and desks, computer equipment and computer software. *Mobility impaired; College, AB*

✎ Accommodating disabled students with separate rooms with individual student helpers tutoring. *Mobility impaired; College, AB*

✎ There is an abundant supply of volunteers to help students with disabilities get through. *Mobility impaired; College, AB*

✎ TTY: More and more TTYs are being installed around campus. Some services have TTY; for example student registrar's office and Services for Students with Disability office. We have a TTY pay phone in the student union building. SSD office still negotiating in requesting more TTYs being installed everywhere on

campus. *Deaf/Hard of hearing; University, AB*

✎ Note takers: We have two volunteers in every class if we request this service. The volunteers tend to use NCR paper and they are really good about it. Sometimes we photocopy notes. Overall I think it's quite good. *Deaf/Hard of hearing; University, AB*

✎ Student Support Services is all that I require. It is a diverse group that looks after all my accessibility needs: special needs; mediating; transportation; required equipment. *Mobility impaired, Medical Disability, Other; College, BC*

✎ Services for Students with Disabilities: This office helps all students with disabilities. They go out of their way to help and are actively involved in bringing accessibility issues to the attention of the university. *Learning Disability; University, AB*

✎ Elevators in the Students Union Building: The elevator buttons all have braille, the elevator has a voice to say what floor it is on and whether it is going up or down. There are also large numbers outside the elevator on every floor. *Learning Disability; University, AB*

✎ The Disability Resource Centre is great for support, outreach, and exam accommodations. *Blind/Visually impaired; University, BC*

✎ [The Centre] provides adaptive technology with computers and books on tape. *Blind/Visually impaired; University, BC*

✎ Refuge areas. *Blind/Visually impaired; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ I think [the Centre for SWD] is very successful at ensuring that students with disabilities have the required note takers and exam accommodations. In terms of service, the Centre is excellent. Without these services many students would not be able to finish their degrees. If a student with a disability has a concern, they can go ask questions in order to find a solution at the Centre. I know that if I am facing a problem, e.g. a professor doesn't want to give me extra time, the Centre will step in and advocate for me when I am not being listened to. If you have a problem with a room, the Centre will change the room. This ensures that students have the opportunity to take whichever course they want to, without being limited. *Other-Loss of fine motor control; University, BC*

✎ Interpreter Services: We the students can say who we prefer to work with and who we will not work with. The Interpreter Coordinators are very friendly and always make sure we are satisfied with the service and interpreters. I am very happy with this service. *Deaf/Hard of hearing; University, AB*

✎ The one requirement I ask from the university is that of extra time to complete examinations. I found previously that, when this was not available, I became particularly prone to panic, especially with long essay type work. I am now almost 65 years of age [...] I believe that education is an essential part of self-realization, and of ultimate importance in the life process. *Medical Disability, Other-Dystonia; College, AB*

✎ Features: Elevator in recreation centre and low ramps, street to curb. *Other-Right hand amputee; College, AB*

✎ Services: Staff service members are willing to do what they can to assist the students. *Other-Right hand amputee; College, AB*

✎ Cooperation -- excellent. *Blind/Visually impaired; College, BC*

✎ I'm not aware of any programs curtailing people with disabilities. *Other-Right hand amputee; College, AB*

✎ The Disability Resource Centre is vital in that it coordinates services for students with disabilities. It acts as a mediator and advocate for us. *Medical Disability; University, BC*

✎ Disability Resource Centre. *Mobility impaired; University, BC*

✎ [The Library]. *Mobility impaired; University, BC*

✎ [The Library] -- All three of these are good: accessible; well ramped; has elevators; accessible washrooms; friendly and helpful staff. *Mobility impaired; University, BC*

✎ Course accessibility is important for some people, like myself, who need extra time or adjustments to the usual procedures. *Medical Disability; University, BC*

✎ Instructors: The instructors on campus (well at least a good majority) are always willing to help out. They help provide a wonderful experience at the university. They are very accommodating. *Learning Disability; University, AB*

✎ The Office for Students with Disabilities is very busy but they are organized and care for each student. The

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

have good counsellors and wonderful volunteers. *Blind/Visually Impaired; University, AB*

✎ Good contrast on classroom numbers. *Blind/Visually impaired; College, AB*

✎ Easy to find my way around. *Blind/Visually impaired; College, AB*

✎ Volunteer Note taking with NCR paper. Allows me to see what is/has been written on the board. *Blind/Visually impaired; University, AB*

✎ Alternative text book searches. Large print production. Location of talking books. *Blind/Visually impaired; University, AB*

✎ Counselling support when nursing department wanted me not to have exam accommodations. *Medical Disability; College, AB*

✎ Counselling services very helpful, courteous. *Other-Left hemi-paresis; University, BC*

✎ Student Services for Disabled is helpful and very accommodating. *Blind/Visually impaired; College, AB*

✎ Advisors are open to changes in needs. My vision fluctuates; some days worse than others. Accessibility is not deterred by this; eases frustration. *Blind/Visually impaired; College, AB*

✎ The Assistant Counsellor is great; always open and a great person to talk to. *Learning Disability; College, AB*

✎ They still helped even though my funding [request] was not accepted. *Learning Disability; College, AB*

✎ I have always had a computer available to me when I needed it. *Learning Disability; College, AB*

✎ Advisors are very helpful in finding solutions to education problems. Have discussed attending other schools which were not interested in "dealing with" my impairment. *Blind/Visually impaired; College, AB*

✎ Can quickly access services; I do not lose study time in waiting for large print documents or paper supplies. Changes in test times are quickly reorganized to accommodate changed schedules. *Blind/Visually impaired; College, AB*

✎ Exam accommodations. *Medical Disability; College, AB*

✎ Staff of the Disability Resource Centre are very helpful and will do anything to try to make your education easier. *Deaf/Hard of hearing. Learning Disability; University, BC*

✎ Assistance with exam arrangement and paid student assistance. *Mobility impaired; University, BC*

✎ The Resource Centre and the equipment there. *Mobility impaired; University, BC*

✎ Improvement to physical plant. *Mobility impaired; University, BC*

✎ If I need help, it is there. If I don't understand something, help is there. *Learning Disability, Medical Disability; College, AB*

cont'd... In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ Being officially designated as a disabled student allows me extra time on exams. I need the official designation because I don't look disabled. *Medical Disability, Other-Chronic Fatigue, Fibromyalgia; University, BC*

✎ Everyone is just terrific. *Learning Disability, Medical Disability; College, AB*

✎ Contact [counsellor] when I have a problem. The counsellor will help me to solve the problem. Will let me know what books are necessary so I can read the books before classes start. *Deaf/Hard of Hearing, Speech Impaired, Synthroid; College, AB*

✎ Many different scholarships... which I would like to try for because some are for people with disabilities. It is a good way to encourage the disabled... *Deaf/Hard of Hearing, Speech Impaired, Synthroid; College, AB*

✎ Desktop computers; many computer labs available at all hours during the day. *Deaf/Hard of hearing, Learning Disability; University, BC*

✎ Accessible walkways; easier to walk to classes especially in the rain. They have been concreted. *Deaf/Hard of hearing, Learning Disability; University, BC*

✎ Disability Services does a great job for all students. Services seem to be up to date and the office staff seem to be knowledgeable. *Mobility impaired, Learning Disability; College, BC*

✎ Referral to outside services such as

VRS and Adult Services SET-BC. *Mobility impaired, Learning Disability; College, BC*

✎ Availability of staff. For the last two years, there is always someone in the office at North Campus. *Mobility impaired, Learning Disability; College, BC*

✎ Services -- Sign language interpreters and note takers are provided so that I can understand what is going on in the classroom. I have the benefit of the skills specialist who corrects my grammar on my assignments before I hand them in to the instructor. *Deaf/Hard of hearing; College, AB*

✎ Programs -- Want to achieve my dream so that I can work with the deaf where there is a big need. I love to help people, so I strongly believe I am on the right track. *Deaf/Hard of hearing; College, AB*

✎ Computer services available. *Learning Disability; College, AB*

✎ Use of Language Master to support spelling disability. *Learning Disability; College, AB*

✎ [The Centre] because it is there to ease the transition into university for students with disabilities. *Learning Disability; University, AB*

✎ Counselling Services -- provide excellent crisis and disability specific counselling. *Learning Disability; University, AB*

✎ Resource personnel can usually answer any questions. *Mobility Impaired; University, AB*

✎ Health Services -- provide access to physicians with disability specific training. *Learning Disability; University, AB*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

✎ Extra time for exam writing. *Learning Disability; College, AB*

✎ Flexibility in making course changes; Accommodation coordinates effectively. *Learning Disability; College, AB*

✎ All the hallways are wide and the signs are fairly large. *Blind/Visually Impaired; University, AB*

✎ [The University] has a Blind Fund that payed for my tuition. It's a university fund, not a government award or grant so you can tell that school is aware of special students. *Blind/Visually Impaired; University, AB*

✎ Most staff at [The College] are very helpful with exams or getting the material you need. If you need extra help the staff will help you find someone to assist you. *Mobility impaired; College, AB*

✎ Number of aids. Large department that is well staffed and friendly. *Learning Disability; College, AB*

✎ Hours of availability. Department was nearly always at my disposal. *Learning Disability; College, AB*

✎ Physical access is fairly good. *Mobility Impaired; University, AB*

✎ Elevators are a most successful feature because they are easier to use and make it possible for those in wheelchairs to get from floor to floor. *Learning Disability; College, AB*

✎ If a class is inaccessible, SSD has the class moved right away. *Learning Disability; University, AB*

✎ Everyone has been very helpful to me with all my courses. I have no problems with anything except for accessibility to some of the classrooms. The stair lift does not work but they are installing a new elevator now. The bathrooms are also not very accessible but they are working on that as well. *Mobility impaired; College, AB*

✎ Staff: Friendly, helpful and informed. At this facility the staff is extremely good. *Learning Disability; College, AB*

✎ Counselling -- If it was not for a counsellor, I would not still be in school. I have learned how to understand myself and others. I also would not know what to do with my life if it wasn't for counselling. *Learning Disability; College, AB*

✎ Majority of professors are very helpful and understanding. When they are not I go to Counselling or the Learning Centre. For the most part, profs are very willing to help ensure understanding. *Learning Disability; College, AB*

✎ Learning Centre -- Here is where I discovered my ADD. I was taught how to read and understand the information. They have been a tremendous help to me because they help solve my problems (complex or simple). *Learning Disability; College, AB*

✎ The Learning Disabled Centre has fantastic public relations. They will address any concern and help out. *Learning Disability; University, AB*

✎ Education Library. Helpful, friendly, knowledgeable staff. Well-organized and easy to get around. Cater to everyone's

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

needs. Whenever I have a question, they are always there to help. *Medical Disability; University, AB*

✎ Part-time program allows people to get used to school before they get into it full-time, and offers part-time for those people who it suits better for their goals. *Learning Disability; College, AB*

✎ Learning Support Services because it makes it possible for learning disabled students to get an education. Otherwise they would not be able to or would get a more limited one. *Learning Disability; College, AB*

✎ Accommodations requested have been met. *Mobility Impaired; University, AB*

✎ Services for Students with Disabilities. Very well organized. Staff are easy to talk to. Accommodate all needs. Offer many different accessibility services. *Medical Disability; University, AB*

✎ Safewalk Program. Excellent service. Easily accessible. Great people who are always available at a moment's notice. *Medical Disability; University, AB*

✎ Having access to a computer with email and Netscape in a quiet room at any time of the day - unless someone else is using it. I am distracted by noise, heat, dust, etc. Feel sick in the public computer station. It is important to come and go at odd hours, when I have the energy. *Medical Disability, Other-Chronic Fatigue, Fibromyalgia; University, BC*

✎ Academic Accommodations Policy. Provides a ground for discussing the

effects of a disability with an instructor. *Blind/Visually impaired; University, AB*

✎ Adaptive technology centre: a place to talk with other disabled students; easy access to e-mail and a microwave. *Mobility impaired; University, AB*

✎ [The College] allows me to get an education while studying at home. Because of my illness, I am unable to leave my home environment, but I still want an education. *Mental Health Disability; College, BC*

✎ I like the Learning Assistance Centre because they are always ready to help you when you need it. *Learning Disability; College, AB*

✎ Wide doors and automatic doors on the newer parts of the university. *Learning Disability; University, BC*

✎ Library assistance. *Mobility impaired; University, BC*

✎ The food, bookstore, and some student services are located in one building which saves time and energy. *Mobility impaired; University, AB*

✎ Assistance with "Telereg" for visually impaired students. *Multiple Disabilities; College, BC*

✎ Peer tutoring. *Mobility impaired; University, BC*

✎ Peer tutors because it's someone your own age and you don't feel stupid. *Learning Disability; College, AB*

✎ Note takers -- My school pays them so they feel more responsible. *Mobility impaired; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **MOST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v54]

☞ [The College] has a well organized department with several staff to help disabled students. Student services centre is staffed with professors. I have no complaints about CNC. After 26 years of operating they are still improving their disability services. *Learning Disability; College, BC*

☞ Academic accommodations: The professors are very understanding and make using the accommodations easy. *Mobility impaired; University, AB*

☞ Having a note taker has been very helpful at times - I can't concentrate for very long continuously - but the quality of the helper is luck of the draw. A couple of them have been nasty, which means no note taker for me. A couple were excellent, others were okay. *Medical Disability, Other-Chronic Fatigue, Fibromyalgia; University, BC*

In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

☞ No services are overly advertised. *Learning Disability; College, ON*

☞ C'est très long d'avoir du service au niveau financière. La cause en est probablement la communication et les lenteurs entre le ministère et l'université. *Déficiences motrice; Université, QC*

☞ There are not enough good elevators. Some are too old, others are out of order, and too many of them need keys to enter which is a pain. There needs to be an

alternative way around. *Mobility impaired; University, MB*

☞ Parking spaces is the least [successful]. *Learning Disability; College, ON*

☞ Accessibilités dans les pavillons. *Déficiences motrice; Cégep, QC*

☞ Sensibilisation de la communauté étudiante. *Déficiences motrice; Cégep, QC*

☞ Orientation professionnel et placement travail. *Déficiences motrice; Cégep, QC*

☞ Accessibilité architecturale: pas de salles de bains adaptées, pas de mesures d'urgence, rampes trop rigides, pas de stationnement accessibles ni réservés (sauf 1 non-adéquat), bibliothèque et laboratoires d'ordinateurs non-accessibles, ascenseurs: pas assez + on ne peut pas rejoindre le panneau - pas de braille au gros caractères et pas de signal sonore, édifices éparpillés partout dans la centre ville, administration: non-accessible sauf par la rue (autre édifice), cafétéria non-accessible sauf par les sorties, pas de sorties d'urgence lumineuses ni sonores. *Déficiences motrice; Université, QC*

☞ Centre sportif: pas de programmes adaptés. *Déficiences motrice; Université, QC*

☞ There are not enough automatic doors throughout the campus. They say it's because there isn't enough funding. *Mobility impaired; University, MB*

☞ When desks need to be switched in a classroom it takes a long time because physical plant doesn't cooperate fast enough. *Mobility impaired; University, MB*

☞ Service d'accueil quotidien minable.

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

Pas d'aide offerte. Aucune assistance disponible. *Cécité/Déficiência visuelle; Cégep, QC*

☞ Poste de garde non-collaborateur. *Cécité/Déficiência visuelle; Cégep, QC*

☞ Program cuts; change programs half way through the course; 3 year program changed; half way through classes changed. *Learning Disability; College, ON*

☞ Building access is not good in many of [The University's] buildings. Most ramps (if available) are too steep (according to building code). Elevators are often not accessible. You may be able to sit in a building, but can't access classrooms or services because the rest of the building is inaccessible. Many buildings are not accessible at all. [The University] is trying to improve, but still has a long way to go. *Mobility impaired; University, ON*

☞ Service de la bibliothèque: Peu d'aide, médias substitués peu disponibles. *Cécité/Déficiência visuelle; Cégep, QC*

☞ L'administration: Coupure de budget. Manque de considération. *Déficiência motrice; Université, QC*

☞ Table adaptée dans chaque local utilisé par l'étudiant. Favoriser le climat de groupe même pour les examens au lieu de isoler l'étudiant handicapé dans un local pour faire l'examen. *Déficiência motrice, Déficiência de la parole; Cégep, QC*

☞ La bureaucratie et la diversité des services sont parfois compliquées. Il faut parfois s'adresser à plusieurs personnes pour trouver réponses à nos demandes.

Déficiência motrice; Université, QC

☞ La manipulation psychologique est fréquente par les intervenants du service d'intégration des personnes handicapées et par certaines personnes ressources (lecteurs, accompagnateurs, preneurs de notes). *Cécité/Déficiência visuelle; Université, QC*

☞ Counselling services: not approachable; doesn't feel trustworthy or safe. *Learning Disability; College, ON*

☞ Tutoring services: 1) too expensive; 2) not helpful; 3) feel like I'm wasting valuable time. *Learning Disability; College, ON*

☞ Test and exam room: 1) too cramped, too small, too stuffy; 2) lack of heat; 3) not enough rooms (privacy); 4) private computer rooms. Note: It is very difficult to write a test/exam in an open space where people walk around, talking, etc. [The College] does not have private rooms (besides their offices!). Their offices are poor because it is distracting, poorly lit or poorly heated. *Learning Disability; College, ON*

☞ The computer labs for some courses are old or there are few computers for the number of students. *Learning Disability; College, ON*

☞ There are a lot of affiliated colleges, and there is no attempt to coordinate accessibility. If you register for an off-campus course, you don't really know what you are getting into. *Mobility impaired; University, MB*

☞ Financial department lacks brains. I had to hand in 3 bursary application letters before they would buy a Franklin Spellchecker, which I use and will be using until I'm 100. *Learning Disability; College, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

☞ There is no long-term plan or outside advice for new projects. New parts of the building are modified, giving a good opportunity to do it **right**, but without a plan there are inevitable mistakes. *Mobility impaired; University, MB*

☞ The site of the campus makes it inappropriate for the mobility impaired. It's full of hills. *Learning Disability; University, Atlantic Canada*

☞ Il n'y a pas de personne désignée pour effectuer la recherche de documents et aider aux photocopies à la bibliothèque. *Cécité/Déficiência visuelle; Université, QC*

☞ The libraries all inaccessible in one form or another. Librarians are helpful if you get them. *Medical Disability; University, ON*

☞ Admissions and Awards -- Building and service poor (for reasons listed in previous question). *Medical Disability; University, ON*

☞ The Bookstore - Building and service very poor. *Medical Disability; University, ON*

☞ The automatic doors sometimes open for the people in wheelchairs, but not all the time. *Learning Disability; College, ON*

☞ To my knowledge, I am not aware of the least successful services at [The University]. *Mobility Impaired; University, ON*

☞ Il faut toujours être disponible. C'est un forme de manipulation que je conteste.

Cécité/Déficiência visuelle; Université, QC

☞ Some instructors have a poor attitude toward people with disabilities and are often rude. *Deaf/Hard of hearing; College, MB*

☞ Inadequate job placement service. *Blind/Visually Impaired; University, ON*

☞ Phones are not equipped for TTY. I usually have a hard time understanding people. *Deaf/Hard of hearing; College, MB*

☞ Special Needs -- They use peers for everything (tutors, note takers, readers). They do not allow me to decide what I need. They do not allow me to deal with my bursary the way that is needed (i.e. paid tutors, readers). *Learning Disability; College, ON*

☞ Learning Assistance Centre -- They provide tutors for those with learning disabilities. They take anyone with a high enough average or who takes the training session. I could be a tutor! Now does that make sense? I'm glad that I have bursary money. *Learning Disability; College, ON*

☞ Manque d'aide au plan académique qui pourrait être adapté au handicap de chaque étudiant (ex., grille d'évaluation différente selon le handicap). *Déficiência motrice, Déficiência de la parole; Cégep, QC*

☞ A lack of general willingness on the part of the administration's special needs office to help with students. *Blind/Visually Impaired; University, ON*

☞ Student Services deals with all disability problems. There is no separate office for this. [The Centre] is only for students with learning disabilities and it is privately funded. It doesn't have enough

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

money to handle all of its students.
Learning Disability; University, Atlantic Canada

✎ Science labs don't really make accommodations on a weekly basis, although during exams extra time was allocated. *Blind/Visually impaired, Short-term memory problems; University, ON*

✎ Special Needs Strategy Program -- They teach us skills that will help us deal with our disability. I have been in school for 16 years and all of a sudden they are going to teach me skills that will help me read or understand or take notes. If they are right, why didn't I learn this 16 years ago. People need content tutoring. I am trying to get through school. I don't have a lot of time to waste. *Learning Disability; College, ON*

✎ There is no informal (or formal) place for students with disabilities to interact and organize. The only space set aside is for studying **only**. *Mobility impaired; University, MB*

✎ Stairwells are for the most part poorly lit and stair edges are not marked. *Blind/Visually impaired; College, ON*

✎ Elevators are very slow and in some cases you have to hold the call button or it won't come. *Blind/Visually impaired; College, ON*

✎ No real mentor system with successful role models that students can relate to. *Blind/Visually Impaired; University, ON*

✎ Distance from main campus to education and athletics buildings.

Blind/Visually impaired; University, ON

✎ Ascenseur pas suffisamment accessible (boutons trop haute). Utilisation de clé. *Déficiences motrices; Cégep, QC*

✎ Ouvre porte extérieur. Souvent défectueux. *Déficiences motrices; Cégep, QC*

✎ Campus accessibility is terrible; getting between attached buildings is very difficult. The tunnel system is not accessible. Many unnecessary doorways and stairs. Very poorly thought out. *Mobility impaired; University, MB*

✎ La cafétéria n'est pas accessible -> comptoir de service, de nourriture. *Déficiences motrices; Cégep, QC*

✎ Library access while not impossible is very inconvenient for persons with mobility difficulties. *Other-Hemiplegic; University, ON*

✎ Only one of the teaching staff was not helpful in lab or class. *Mobility impaired; College, SK*

✎ Au cégep, je trouve lorsque durant les cours ou l'on doit écouter des reportages, il n'y a pas de services adaptés. Par exemple de sous-titrage ou de système FM. *Surdité/Personne malentendante; Cégep, QC*

✎ In brand new buildings, the w/c lifts do not accommodate larger electric wheelchairs. Same for on-campus transportation. *Mobility impaired; University, MB*

✎ More automatic doors needed throughout campus. *Mobility impaired; College, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

☞ I'd like to see the Centre for Students with Disabilities have extended hours. *Mobility impaired; College, ON*

☞ Sign interpreters -- Lack of qualified interpreters in Manitoba and [The University] doesn't promise full-time hours. E.g. hires one interpreter for 6 hours weekly for 2 three-hour long classes. Then interpreter is done for the week. Can be on call but costs not covered for this on-call. *Deaf/Hard of hearing; University, MB*

☞ Lack of direction from administration. They need to set an example and follow through on it. *Deaf/Hard of hearing; University, MB*

☞ La façon don't le collège a été construit c'est plus difficile de s'y retrouver. *Cécité/Déficiência visuelle; Cégep, QC*

☞ A chaque cours on doit négocier la période prolonger d'examen et réindiquer nos besoins aux professeurs. *Cécité/Déficiência visuelle; Cégep, QC*

☞ University centre complex has some accessibility problems; there are attempts made to render it more accessible but it is definitely inconvenient. *Other-Hemiplegic; University, ON*

☞ Attitude of some staff and support personnel. *Other-Hemiplegic; University, ON*

☞ Le dépanneur est difficile d'accès également en raison des allée trop étroites qui rends difficile la circulation en fauteuil roulant. *Déficiência motrice; Université, QC*

☞ Accessibility is a large problem. The university is poorly equipped in this area and I feel they need to do more. *Learning Disability; University, Atlantic Canada*

☞ Equipment -- As a result of cost, the Special Needs Office does not offer all the facilities that I had access to at my last university, Ontario. This is because the Ontario government provides universities with funds for these services, unlike [the province]. *Learning Disability; University, Atlantic Canada*

☞ Dans la cafétéria ou le régistariat, c'est plus difficile d'accessibilité ou des services. *Cécité/Déficiência visuelle; Cégep, QC*

☞ Access to books before program starts is extremely important to me. This time I was into the program before receiving my books. *Learning Disability; College, SK*

☞ Instructors lack education in dealing with learning disabilities. Also lack organization and instructional methods. *Learning Disability; College, SK*

☞ Exam formats: ask for the best answer on multiple choice. I know what the answer is, but when they ask for the best answer, two choices are correct. I'd be better off writing out my answers, or getting exam in a format that fairly reflects what I've learned. Readers are not always capable of interpreting questions or understanding the question, which ends up taking more time than necessary to write the exam. *Learning Disability; College, SK*

☞ Préparation, inscription, orientation. *Cécité/Déficiência visuelle; Université, QC*

☞ Soutien administratif. *Cécité/Déficiência visuelle; Université, QC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✎ Instructors -- Feel that there is a small number of instructors that care if they are even teaching anything. Groups in our program have complained about teachers to head of department but nothing ever happens. *Learning Disability; College, SK*

✎ Téléphone. Les télécopieurs ne sont pas facilement accès. Et ne fonctionnent pas toujours. *Surdité/Personne malentendante; Université, QC*

✎ Counters are far too high in administration office, bookstore and library. Not all automatic doors are in working order. *Mobility impaired, Learning Disability, Medical Disability; College, Atlantic Canada*

✎ Les comptoirs pour remis généraux se trouvent dans des endroits très bruyants et il n'y a pas moyen d'entendre l'information voulue clairement. *Surdité/Personne malentendante; Université, QC*

✎ Too many able-bodied people are taking elevators and consequently are delaying students who must depend on elevators. *Mobility impaired; College, ON*

✎ Les services ATS, on n'en avait pas beaucoup de services dans mon collège régulier, mais la seule service est au cégep du Vieux-Montréal. Il y en avait un ATS publique. À mon école, je n'en ai pas. J'oblige d'avertir par mon interprète pour appeler quelque chose ou quelqu'un. *Surdité/Personne malentendante; Cégep, QC*

✎ [The University] administration is very unorganized. *Deaf/Hard of hearing.*

Blind/Visually impaired; University, QC

✎ Tutoring Services -- There is a lack of qualified tutors that can help with specific classes in certain courses. *Learning Disability, Mental Health Disability; College, SK*

✎ The indoor lighting is too dark in most hallways. I have night blindness and find it very hard to see. *Deaf/Hard of hearing, Blind/Visually impaired; University, QC*

✎ Le service aux étudiant-e-s handicapés. Il était temps que l'administration change car le personnel N'AVAIT PAS LE TEMPS NI LA PATIENCE de s'occuper de certains besoins. Quand on appelait, un gentil répondeur prenait le message la plupart du temps. De plus, la personne responsable était surchargée de travail et impatiente à l'excès. *Cécité/Déficience visuelle; Université, QC*

✎ Getting procedures completed. It takes a mother's voice to allow the centre to hear from a student's point of view. Nothing gets accomplished unless a parent gets involved. *Learning Disability; University, ON*

✎ Availability [of resource people]. Everyone seems to be too busy to help. *Learning Disability; University, ON*

✎ Time limit for course completion -- I may be short one or two classes when I've reached my deadline and therefore won't be allowed a diploma after that deadline even if I can pick up these classes. *Learning Disability, Mental Health Disability; College, SK*

✎ Evaluation of exams and courses -- Certain teachers exhibit bias toward those who are slow or hard to teach. Yet they tell me I have proven knowledge of the subject. Also tests include questions that don't make sense or ask the question in a

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way that's hard to identify what's being asked or what's wanted for an answer. Confronting the instructors has proven useless. *Learning Disability, Mental Health Disability; College, SK*

☒ Administration needs to communicate more with staff and students. There needs to be more solidarity. *Deaf/Hard of hearing; University, MB*

☒ None of the water fountains are at wheelchair level. In order to get a drink you have to go to one of the cafeterias and buy a drink. This is not fair. *Mobility impaired, Medical Disability (Spina Bifida); College, MB*

☒ In my experience, the automatic door openers could be more reliable. It is as if they are disengaged after normal college hours except for the main administration building. *Mobility impaired, Medical Disability (Spina Bifida); College, MB*

☒ The service counters on campus are too high and cause needless problems. *Mobility impaired, Medical Disability (Spina Bifida); College, MB*

☒ Professors in departments that refused to put books on reserve. *Mental Health Disability; University, QC*

☒ One feature we have been attempting to change for many years is the **killer** ramp outside of the main building. This ramp has a very steep gradient and has an extremely sharp right turn in the middle, making access very difficult. The university administration say that the ramp is too expensive to change and that there isn't enough room. **Excuses!** *Mobility*

impaired; University, ON

☒ Les cours d'anglais ne sont pas adaptés pour les sourds (cassette, exposé oral). *Surdité/Personne malentendante; Cégep, QC*

☒ Computer Services -- Not the best in up to date technological services. *Mobility impaired; University, ON*

☒ Many of the service desks are too high to be reached from a wheelchair. *Blind/visually impaired; University, Atlantic Canada*

☒ Poor outside lighting. I feel this is an area that should be looked into. *Blind/visually impaired; University, Atlantic Canada*

☒ Je n'ai pas constaté de lacunes. *Autre-Déficience pulmonaire; Université, QC*

☒ Je ne peux pas voir quels services n'est pas adéquate. *Déficience motrice; Université, QC*

☒ Parfois, et pratiquement toujours, les professeurs sont complètement démunis d'informations au niveau de la présence d'une personne handicapé dans leur cours, de leurs besoins et caractéristiques personnelles. *Déficience motrice; Université, QC*

☒ Having to get your own note takers could be something of an embarrassment for younger students. *Blind/visually impaired; University, Atlantic Canada*

☒ There should be more time between classes. Travel time to get from one room to the next takes more than ten minutes. *Deaf/Hard of hearing; University, MB*

☒ The Learning Assistance Centre needs improvement. They seem to cater to

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intellectual disabilities while services for some physical disabilities are left sorely lacking. They have one raised computer desk, a large print screen and other services for visually impaired. *Mobility impaired; University, ON*

✎ The major thing to be done is policy development so that all professors allow all students a fair and equal education. There is no such thing as a disabled student coordinator. This position was deemed unnecessary. In my opinion, it is necessary. The student union was supposed to maintain a disabled student committee, but they have not and so these very important issues are left unaddressed. *Mobility impaired; University, ON*

✎ Health services is used to dealing with middle class or upper middle class students and services are administered for those who are rich (e.g. they have telephones, email, can pay for meds up front). *Mental Health Disability; University, QC*

✎ Sidewalks and paths in and around [The University's] campus are poorly maintained (in summer and winter). This creates special hazards for students with visual impairments, balance difficulties and for those who use wheelchairs. *Mobility impaired; University, ON*

✎ Lack of willingness of professors and staff to accommodate the needs of students with disabilities. Attitudes like if I can't see it, then a disability doesn't exist, or I don't want to accommodate because to do so would mean more work for me. Most profs and staff want to accommodate, but a few have the above attitudes and can make life difficult for students with disabilities. *Mobility impaired; University, ON*

✎ La librairie est également un endroit difficile d'accès en raison des allées qui sont trop étroite. *Déficiences motrice; Université, QC*

✎ Better exposure to students who are having difficulty in classes. Education for faculty members to be better able to steer those students with disabilities to services that would assist them in non-judgemental or non-threatening ways. *Learning Disability; University, MB*

✎ Plus de compréhension de certains professeurs qui ne sont pas prêt à recevoir une personne handicapée. *Déficiences motrice, Autre-Les mains et les pieds; Université, QC*

✎ An area/space that could be used as a study/tutoring/lounge area for students with disabilities without having to form an association (which implies membership, commitment financially and timewise to the individual who already has many challenges in front of them). Non-threatening place to exchange ideas and methods to help one another. *Learning Disability; University, MB*

✎ Les rampes qui sont pour les handicapés est le meilleur chemin pour les autres étudiants ("ils ont peurs des escaliers?") *Déficiences motrice, Autre-Les mains et les pieds; Université, QC*

✎ No special services provided for a large number of people with disabilities. No group organization. *Deaf/Hard of hearing; University, Atlantic Canada*

✎ Les résidences de l'université ne sont pas très accessibles car d'une par la présence des marches m'empêche d'y circuler partout. D'autre part, les chambres sont très petites et je ne peux pas me retourner (360°) lorsque je suis dans mon fauteuil roulant. *Déficiences motrice; Université, QC*

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✂ There are very few computer adaptations available. *Mobility impaired; University, ON*

✂ Commitment from senior administration for the funds needed to provide more tutoring, computers, learning specialists for students with disabilities. *Learning Disability; University, MB*

✂ Financing -- As a result of budget problems and cost, the Special Needs Office receives little support in this area. Our Counsellor works from her own personal budget to ensure students get what they need. *Learning Disability; University, Atlantic Canada*

✂ Registration -- As an adult student attending part-time (I work full-time), I feel that there is little if any accommodation made for students who need to talk to counsellors, register for evening courses (very few offered), and receive information for pre-registration. Very disappointing and often academic goals are difficult to meet. *Mobility impaired; University, ON*

✂ Application fee -- How do you pay \$60 when you're living on social assistance for disability? *Mental Health Disability; University, QC*

✂ The lack of adaptive technology, specifically with regard to computers, is the least successful feature. In fact, I don't think it exists at [The College] and my ability to succeed was dependent on resourceful staff. *Blind/Visually impaired; College, MB*

✂ Régistrariat. Escalier. Grande distance

du pavillon central. Portes d'entrée lourdes. *Autre-Aphasie-agraphie; Université, QC*

✂ Less disability services available. *Deaf/Hard of hearing; University, Atlantic Canada*

✂ Transportation not accessible off campus. *Deaf/Hard of hearing; University, Atlantic Canada*

✂ Sport. *Déficiences motrices; Université, QC*

✂ Services des Bourses. Escalier. *Autre-Aphasie-agraphie; Université, QC*

✂ Librairie. *Déficiences motrices; Université, QC*

✂ Outdoor lighting. *Mental health, Medical disability; College, ON*

✂ Public transportation is too costly. *Learning Disability; College, ON*

✂ Information on new technologies and techniques. *Learning Disability; University, QC*

✂ OSAP is too slow and doesn't account for out of town travel. *Learning Disability; College, ON*

✂ There must be more money made available to students. It would help me to be able to study more and achieve a higher GPA. I have to work more than 25 hours a week to support my family because of lack of OSAP funding. I know if I had more time to study, I would do better. *Learning Disability, Mental Health Disability; College, ON*

✂ Information on alternative study methods. *Learning Disability; University, QC*

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✎ Campus large and without adequate on-campus transportation. *Mental Health Disability; University, ON*

✎ Some buildings very difficult to navigate. *Mental Health Disability; University, ON*

✎ Information on how to use the system. *Learning Disability; University, QC*

✎ Not always available. *Learning Disability; University, Atlantic Canada*

✎ Really needs additional mental health service both at school and in the community. *Mental Health Disability; University, ON*

✎ Staff in my faculty are aware of issues but are not properly trained or given instruction on disabilities. I am aware that there are training videos and have viewed one, which was grossly inadequate. *Mobility impaired; University, ON*

✎ The accessible adaptive technology lab is underfunded and in need of new equipment. Money had to be sought from the student body but will not satisfy immediate needs because of no commitment from central administration. *Mobility impaired; University, ON*

✎ Study skills services for disabled students and others. These are very poor/non-existent. I have attended two other schools and can make a knowledgeable assessment. (One other school had better study skills services but services for students with disabilities were not as good, and the other had not great

study skills or disability services.) Reasons: General lack of support or funding for student services at our school. Not on the part of disabled student services - they are great. I'm talking about the larger administration as a whole. *Learning Disability; University, QC*

✎ Physical access to buildings inside and outside. Access is a patchwork effort put forward by the university. Certain areas are accessible, others are not. Elevators are hard to find, if one exists in a building often they only go to certain floors and not others. Entrances that are accessible are at the rear of buildings. Ramps are steep and isolated. There are no emergency buttons for disabled persons in "accessible" washrooms. Snow removal is dreadful. *Mobility impaired; University, ON*

✎ Some professors do not cooperate. *Blind/Visually impaired, Medical Disability; University, ON*

✎ Accessible washrooms -- There should be a lot more than just two and they should stipulate that these are only for SWD. *Mobility Impairment, Learning Disability; College, ON*

✎ Library staff -- They should understand that people in wheelchairs have feelings and that they shouldn't be made to feel like a burden. *Mobility Impairment, Learning Disability; College, ON*

✎ The following comment refers to another school, not the one I currently attend. Increased awareness is needed among study skills counsellors re: signs of LD/ADD. In tears, I once asked a study skills counsellor at a university if she thought I had an LD (ADD didn't occur to me). She said no, my marks were fine and that everyone was having trouble in the courses I was having trouble in. I had to work so hard to get decent grades; they came at a big cost. I was later tested (after begging) for LD at that same institution

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and they found nothing. In the workplace I later suffered severe consequences due to this undiagnosed LD/ADD (i.e. job loss, termination). My confidence was absolutely shattered by this experience and I can't help but think that if it had been picked up earlier I would have known or had some strategies to deal with these problems.
Learning Disability; University, QC

✎ The gym -- I would like to be able to go in without taking security away from their job, because they are very important to the safety of the school. *Mobility Impairment, Learning Disability; College, ON*

✎ Financial services makes everyone's life difficult. Tuition fees are a problem too. *Learning Disability, Medical Disability; University, ON*

✎ Cafeteria should have designated area as it used to have prior to remodelling. *Mobility impaired (lower back injury); College, ON*

✎ Funding cuts; they hurt. *Learning Disability; University, ON*

✎ Elevators should be more accessible and larger. *Mobility impaired (lower back injury); College, ON*

✎ Access to food services. *Blind/Visually impaired; University, QC*

✎ Instructors who feel that accessibility is a privilege. *Learning Disability; University, ON*

✎ Information services -- Lack of information on all other services makes accessing them impossible. *Mobility impaired, Medical Disability; University, ON*

✎ Note takers -- There isn't enough to go around but it is badly needed. *Blind/Visually impaired, Deaf/Hard of hearing, Learning Disability, Mental Health Disability; University, ON*

✎ Bookstore does not offer wheelchair accessibility. I know of some students who crave independence here and don't wish to bother the Special Needs for help. *Mobility impaired (lower back injury); College, ON*

✎ [The Centre] for students with disabilities considers [the University] accessible -- but just barely. I believe the Office for Students with Disabilities would support greater action on the part of the university to make the campus easily accessible for disabled students.
Blind/Visually impaired; University, QC

✎ Ramps and physical access in general. *Blind/Visually impaired; University, QC*

✎ Dental and school staff are not very qualified to help students with learning disabilities. They are not used to teaching in a different way. They do not have the knowledge of learning disabilities. I feel they should be taught and it should be essential to becoming a teacher. *Learning Disability; College, ON*

✎ [The College] doesn't have braille equipment for the visually impaired. They lack a lot of equipment for the visually impaired. *Learning Disability; College, ON*

✎ Paid for oral exam. Service should be covered by special needs. *Learning Disability, Medical Disability; College, ON*

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☒ Location and provision of special services. *Blind/Visually impaired; University, QC*

☒ All professors are not up to date on [The Centre] and how it works. *Other-No use of right arm; University, Atlantic Canada*

☒ Administration because they suck. *Learning Disability; University, ON*

☒ Recreation department should provide exams for special needs students. *Learning Disability, Medical Disability; College, ON*

☒ Some teachers don't try. *Learning Disability, Medical Disability; College, ON*

☒ Facilities for exams -- When a person is suffering with chronic pain, concentration is a problem. Having a quiet place to do exams is very important. Currently not available at [The University]. *Mobility impaired, Medical Disability; University, ON*

☒ I would benefit greatly by having a scooter as there are long distances to traverse. However, without automatic doors and wide access areas (e.g. library aisles) the scooter would be problematic. *Mobility impaired; University, QC*

☒ Not all doors are automatic/low pressure. *Mobility impaired; University, QC*

☒ The office requires each student to meet with a counsellor each year, regardless if things have changed or not, before a student may receive any type of

assistance. This is a waste of time for faculty and students. Also students may need help prior to their meeting. Bad administrative policy. *Learning Disability; University, ON*

☒ Forced to pay for parking. At the downtown campus, this is \$7.75/day. *Mobility impaired; University, QC*

☒ I had to go to an adviser first to get authorized. Took sheet and my schedule to PLT. This department doesn't seem to have a list of note takers handy, so therefore I was 2-4 weeks into the semester before I was assigned a note taker. Because of my disability I usually only take one or two subjects a semester to try to get my credit. This is going to take awhile at this rate, but I'm getting there. It just seems that each semester when I sign up again, it always takes so long to get everything in place. *Learning Disability; College, ON*

☒ Parking especially handicapped parking. Not enough and at times too far away from the buildings. *Mobility impaired, Learning Disability, Medical Disability; College, Atlantic Canada*

☒ Public transportation is bad! Doesn't run on Sunday. Doesn't run after 5:00 pm to some very important locations. *Mobility impaired, Learning Disability, Medical Disability; College, Atlantic Canada*

☒ There is no type of special help given to graduating students with disabilities to help them find jobs, or to educate them on how to further their education. *Learning Disability; University, ON*

☒ A general feeling of lack of support. *Learning Disability; University, ON*

☒ Ramps -- Overall most ramps are either fairly steep, too narrow, or poorly placed. Some are good, but the majority are not. *Mobility impaired; University, ON*

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Why do you think so? - Comments: [v55]

☒ Peer tutoring because sometimes when a student needs help with a course they can't get the help they need. *Mobility impaired; College, ON*

☒ Elevators for passengers. *Mental health, Medical disability; College, ON*

☒ The program I was registered in is extremely flawed in several ways. There is a complete lack of flexibility. My timetable was pre-set -- hence, often I couldn't get from one class to the next on time. *Mobility impaired; University, ON*

☒ Overall campus understanding toward disabilities. *Mental health, Medical disability; College, ON*

☒ Getting access to materials for research papers, etc. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

☒ Campus accessibility -- It's very difficult to manoeuvre around campus. *Blind/Visually impaired; University, ON*

☒ Adapted equipment and training for it. *Blind/Visually impaired, Other-Diabetes; College, Atlantic Canada*

☒ The classroom setup was often completely inaccessible. Desk and chair setup were often obstacle courses making group activities difficult if not impossible. *Mobility impaired; University, ON*

☒ There was no time lapse. When my pregnancy required me to take two weeks extra off, the result was my removal from the program. No refund because there are no clauses allowing medical withdrawal,

and a really awful feeling that so much work had counted for nothing in the end. *Mobility impaired; University, ON*

☒ Learning Support -- I do not like the counselling here. Feel they do not understand learning disabilities. Focus too hard on budget; very unorganized. Do not provide enough information on services available. I spent a whole semester (15 weeks) fighting for the help I was told I would receive and am still waiting (week 4 of second semester). As a result I failed all my courses. I talked to everyone (in LSS, teachers, coordinators, SAC) trying to get help. Going to see school president next. *Learning Disability; College, ON*

☒ Parking availability is very poor. Not enough spaces for the school's population. *Learning Disability; College, ON*

☒ I need closed caption films in class. Most hearing impaired people cannot necessarily hear some of the National Film Board soundtrack (e.g. Health, Illness and Health Care in Canada)... *Medical Disability; University, Atlantic Canada*

☒ Classroom acoustics are not very good. A quiet class sounds very noisy when the instructor is speaking. *Learning Disability; College, ON*

☒ A private rest area. I need one and instead drive home (45 minutes at a cost of \$15.00 extra/day) or I sleep in the back of my Jeep if the weather is not too cold or too hot. Rather strange for a 45 year old, n'est-ce-pas? *Medical Disability; University, Atlantic Canada*

☒ Commonality among SWD, e.g. meeting each other. Coffee hour was proposed but no interest shown. Other SWD do not seem to have the interest or whatever to come forward... *Medical Disability; University, Atlantic Canada*

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☞ Learning Support has been moved to basement; hard to find! Elevators are hard to find as well. *Learning Disability; College, ON*

☞ Security and safety are an ongoing problem on campus for everyone. *Learning Disability, Medical Disability; University, ON*

☞ The marketing or advertising of the Disability Services for students. *Learning Disability; College, ON*

☞ The physical nature of the campus. Escalators are always broken, so people clog up the elevator which I know is frustrating for those who absolutely need to use an elevator. Inappropriate arrangements for accessibility in many places, and frankly the bathrooms are disgusting. *Learning Disability, Medical Disability; University, ON*

☞ Proctors for exams. For some strange reason, many of the proctors are J.W.s. Consequently they're very forward with their beliefs at the most inappropriate times. *Learning Disability; University, ON*

☞ Doors -- Very few automatic doors. Many that are very heavy or awkward to open. *Mobility impaired; University, ON*

☞ Accessibility: [The University] is an old institution. The cost of refurbishing is seen as a cost no administrator wants to pay. Thus, access for the physically disabled is limited and not a priority for the institution. In general, policy is behind the times. *Learning Disability; University, ON*

☞ Classroom layout -- With [The University] being built 25 years ago, almost all rooms are very poor as far as places for those in wheelchairs to sit, take notes, etc. *Mobility impaired; University, ON*

☞ Note taking: lack of anonymity; lack of volunteers; lack of professor support. *Learning Disability; University, ON*

☞ Lack of planning/foresight in terms of incorporating access standards and considerations into new building projects, e.g. new Law library, new Engineering complex, new student services. *Mobility impaired; University, QC*

☞ Lack of awareness of faculty. *Mobility impaired; University, QC*

☞ OSAP -- How it is organized. Needs to be a better way to do it. Students suffer badly because of OSAP mixups. Big issue! *Learning Disability; College, ON*

☞ Lack of funding for accessible programs and building renovations. *Mobility impaired; University, QC*

☞ Access to athletics building -- Parking at rear, entrance in front, hard to enter double doors. *Blind/Visually impaired; University, ON*

☞ Le sentiment d'être un fardeau par qu'on est pas comme les autres. *Troubles d'apprentissage, dont le syndrome de déficit d'attention; Cégep, QC*

☞ Needs more advertising, particularly to get info to students with temporary disabilities. *Other-Severe Tendonitis; University, QC*

☞ Often needs of students with disabilities are not met effectively and

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efficiently because of lack of integration.
Mobility impaired; University, ON

✎ L/D tutoring services. *Learning Disability; College, ON*

✎ In general, the level of education is poor, mostly due to the profs being frustrated with layoffs, cutbacks and money-saving reorganization of class sizes, etc. Lack of, or decreasing, government funding has had major impact on all aspects of education. *Mobility impaired, Deaf/Hard of hearing, Medical Disability; College, ON*

✎ Carrying a yellow card that you keep visible to get priority service while in lineups, e.g. at the Registrar's Office. These are labels and they do not work since persons at the desk do not know what they are for. *Blind/Visually impaired; University, Atlantic Canada*

✎ Physical accessibility to buildings; ramps are either not available or found in the back of buildings. *Other-Severe Tendonitis; University, QC*

✎ Staff at the Special Services Offices is not well trained in the area of all disabilities, program development and delivery. *Mobility impaired; University, ON*

✎ [Need] Centralization of disability service delivery where one office is responsible for all physical accessibility and educational needs. There is a need for more integration of services and programs at this particular institution. *Mobility impaired; University, ON*

✎ L'aide financière parce que j'ai étudié aux cégep pendant 5 ans. La bourse m'a offert pour seulement 4 ans. La Sième année, je n'aurai aucun reçu de la bourse handicapée, ça suffira difficile de ma finance. Vous savez que les surdités prennent le cours ou 5 ans pas plus car ils ont besoin beaucoup du temps disponible pour rencontrer leurs interprètes et une assistance pour corriger leur texte (français, erreur) (différent langue). Ils s'inquiètent souvent pour la limite de la durée de l'aide financière bourse handicapée.
Surdité/Personne malentendante; Cégep, QC

✎ En cas de feu, il n'y a pas un système de lumière. *Surdité/Personne malentendante; Cégep, QC*

✎ Time between lectures -- 10 minutes not enough to run from one side to the other side for classes. *Deaf/Hard of hearing; University, ON*

✎ Pour ceux en chaise roulante, ils ne peuvent pas avoir accès à toutes les classes ou services essentiels. *Surdité/Personne malentendante; Cégep, QC*

✎ Special needs students are not informed of forms of assistance other than what they are already using. I found out from another student that students with learning disabilities (i.e. dyslexia) can use books on tape. *Learning Disability; University, ON*

✎ Class sizes too large. In first and second year courses (particularly these) often over 200 per class. *Deaf/Hard of hearing; University, ON*

✎ Campus food more expensive than off campus. [Food Service] is more expensive than other franchise stuff such as Subway, Pizza Pizza, etc. *Deaf/Hard of hearing; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✎ I take public transit which is very expensive. *Mental Health Disability; College, ON*

✎ Physical accessibility is apparently poor. There are many stairs, but few ramps and elevators. *Learning Disability; University, ON*

✎ Les portes sont relativement lourdes et il n'y a pas de bouton pour les ouvrir. *Déficiences motrice; Cégep, QC*

✎ Not enough accessible washrooms although there are some. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

✎ Objects left in hallways make passage very difficult especially when people are standing in the hallways. Leaves very narrow passage. *Learning Disability; University, ON*

✎ There aren't many fire exit routes for the disabled. *Mobility impaired, Blind/Visually impaired, Medical Disability; College, ON*

✎ Stationnement pour handicapés toujours pris par les autres étudiants. *Déficiences motrice; Cégep, QC*

✎ Les services d'hygiène. Il devrait avoir une salle de bain adaptée, accessible et sécuritaire à chaque étage. *Déficiences motrice, Déficiency de la parole; Cégep, QC*

✎ The campus is not completely accessible. There are ramps and elevators in some spots but not in all buildings. It is

a very old campus. *Learning Disability; University, Atlantic Canada*

✎ The food in the cafeteria is up at a height that is not accessible. You need to rely on the help of others. Tables are not accessible at noon hour. *Learning Disability; University, ON*

✎ Library -- Difficult to get around and not enough staff. *Mobility impaired, Speech impaired, Learning Disability; University, QC*

✎ The integration of the peer support group with the Centre for Special Services. *Learning Disability; University, ON*

✎ Student note takers are rather impractical. Approximately fifty percent of them are useless, while those that are not may only select information that they think is important -- not what you might think important. *Multiple Disabilities; University, ON*

✎ The location of some door openers on rarely used doors is a waste of resources, when other higher traffic doors have no openers. No disabled students were consulted before these were installed. *Multiple Disabilities; University, ON*

✎ Some materials that are made available in large print are useless because of colour of paper, little contrast between ink and paper, elaborate page layouts with lots of cutesy graphics or light print on a darker background. *Multiple Disabilities; University, ON*

✎ I think we need a more active awareness campaign directed at other students. *Medical, Other-Pervasive Developmental Disorder; University, ON*

✎ Administration building is not

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v55]

accessible; difficult to get around. *Mobility impaired; University, QC*

✎ The lack of specific support group, supported by the Centre for Special Services. It is nice to know you are not alone and to share strategies that work for one but maybe not for another. *Learning Disability; University, ON*

✎ [The Centre], an administrative body run by the division of Student Services, is dysfunctional, poorly run and concerned more with their own status than the welfare of disabled students and their accessibility. *Blind/Visually impaired; University, Atlantic Canada*

✎ The integration of LD/ADD students into physical activity, career placement, study courses, tours, orientation workshops. I never went on them or did them because I was not assured they would fulfil my needs or that I would not feel stupid going to them. So it is easier not to go. *Learning Disability; University, ON*

✎ Wheelchair access from one building to the next is very awkward and requires more than the ten minutes between classes most professors allow. *Mobility impaired, Medical Disability; University, ON*

✎ Communication between students and special needs department -- Hard to track down sometimes; Made a small improvement this year as they sent us info in the mail. *Learning Disability; University, ON*

✎ Library has no extended loans for people with learning disabilities. *Learning Disability; University, QC*

✎ Wheelchair accessibility -- Poor roads and paths, not shovelled very well in winter; parking is far away; bathrooms have very narrow doorways. *Learning Disability; University, ON*

✎ Not enough computers with voice. *Learning Disability; University, QC*

✎ Cutbacks -- With no funding, can't meet needs. *Learning Disability, Other-Chronic Hip Condition; University, ON*

✎ Adaptive technology is only in place on Services for Students with Disabilities computers. *Mobility impaired; College, ON*

✎ Communication between secondary school and university; had to be re-tested for learning disability in order to be recognized at university at my own expense. *Learning Disability; University, ON*

✎ Braille room numbers are virtually non-existent. *Mobility impaired; College, ON*

✎ Large print texts have to be ordered if someone needs them. *Mobility impaired; College, ON*

✎ Rooms for writing exams should be soundproofed. *Learning Disability, Other-Chronic Hip Condition; University, ON*

✎ Disclosure of disability to instructor -- Automatic discrimination at higher levels of education; causes stigma. *Learning Disability, Other-Chronic Hip Condition; University, ON*

✎ Getting talking books is very problematic. The staff I have dealt with in this process are, however, very helpful. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v55]

✎ I found at [The University] there is a waiting period for laptop computers. I need one but wasn't offered a chance to be on the list. *Multiple Disabilities; University, ON*

✎ Accessibility to counter services and washrooms is very limited. *Blind/Visually impaired; University, Atlantic Canada*

✎ Lighting is fair - not the greatest. *Blind/Visually impaired; University, Atlantic Canada*

✎ OSAP and the requirements for full-time status for people with disabilities. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

✎ The lack of learning strategies like those used by my former tutor. *Learning Disability, Other-Scotopic Sensitivity; University, ON*

✎ [The College/Faculty] -- Classrooms are upstairs as are viewing rooms, library, professors' and teaching assistants' offices. The central theatre has installed its seats so tightly that anyone with a 42" waist feels confined by her/his neighbour. While I am not suggesting that each seat be reinstalled, it would be a good thought to accommodate a dozen wider seats on the inner aisles. *Mobility Impaired; University, ON*

✎ Admissions-- Don't take learning disabilities into account. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

✎ Psychology and sociology professors (most) not compassionate, not empathetic; need training in this area. Also students services need to make students more aware of services offered. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

✎ Students walking in and out in the middle of instruction as well as poor lighting in classrooms and hallways. *Blind/Visually impaired; College, ON*

✎ Wheelchair accessibility -- It's there but still very difficult for those in wheelchairs. *Mental Health Disability, Other-Non-declared Learning Disability; University, ON*

✎ The lack of wheelchair ramps and wheelchair accessibility in some of the buildings where classes are held. People I know have had to change courses due to this problem as they have no way of reaching their classroom. *Other-Post Traumatic Stress Disorder; University, ON*

✎ [The Library] is another instance of a media facility that lacks adaptive access or technology. The university media resource centre (film library) and the first/second year computer PC lab are both in this building. First, there is no ramp (+ 3 steps) for wheelchair access and second, the PC facility is on the second floor accessed by an antique tiny elevator available on the mezzanine floor (+ 8 to 10 steps). The chairs available in the PC facility are cheap plastic which promotes bad posture and backaches. *Mobility Impaired; University, ON*

✎ L'équipement à la bibliothèque. Pas de décodeur. Il n'y a pas d'aide financière (même si je suis sourde sévère, le fédéral ne me considère plus handicapée même si je l'ai été pendant 1 ans à l'âge de 8 ans. J'ai maintenant 19 ans). *Surdité/Personne malentendante; Cégep, QC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✎ Not enough people to help in the Special Needs Office. They can only help so much and provide help to so many people at a time. It is overcrowded. *Blind/Visually impaired; College, ON*

✎ Due to financial cutbacks all of my activities had to be compromised. I got my textbooks on tape late; not enough readers because of cost. *Learning Disability; University, QC*

✎ Funding to put in automatic doors. [The University] does not receive a lot of money to improve the number of automatic doors on campus. *Mobility impaired; University, Atlantic Canada*

✎ Inadequate computer technology. There is a total of three stand-alone computer systems for students with disabilities which have older adaptive software and have no Internet access, which is available only during office hours with no training offered. There is no campus-wide initiative to make computer labs accessible what so ever. *Blind/Visually impaired; University, QC*

✎ Arts and Administration building (not accessible from tunnel, but from skywalk, including Phys Ed. building). *Mobility impaired; University, Atlantic Canada*

✎ In class instruction time is not enough time with instructor before testing. Time to complete work is not there. *Blind/Visually impaired; College, ON*

✎ Plenty of campus buildings and annexes which are physically inaccessible (with stairs only access into houses converted into offices). One of the reasons

why this has been allowed to stand is that there is no campus-wide accessibility committee that looks into this, and other issues of physical access. *Blind/Visually impaired; University, QC*

✎ There is no university policy stating explicitly the rights of students with disabilities. *Blind/Visually impaired; University, QC*

✎ Alumni House (almost completely inaccessible). *Mobility impaired; University, Atlantic Canada*

✎ "New Directions" program for students with brain injury not successful due to inappropriate curriculum, inappropriate teachers. *Other-Brain injury; College, BC*

✎ VRDP was the worst program. I required a computer, scanner, printer. They dragged it out for four semesters, then told me that because I was almost done with my schooling, there was no point in providing me with the equipment. When I told them I still had more time, they sent me a thick form that was essentially a "treasure hunt" of names and addresses to be returned by the day it arrived. **Never again.** *Blind/Visually impaired, Dyslexia; College, AB*

✎ Not attached to community. No student ghetto or social life. Bad funding for all student programs. *Learning Disability; University, BC*

✎ Venting systems poor at [The College]. People are always getting sick. I missed a few days. The school should have windows that open. *Learning Disability; College, AB*

✎ I think that overall the educational facility that I attend would be willing to solve a problem as the need arises. I think that if this standard ever dropped that would be the least successful feature. *Other-Neurological; College, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility?

Why do you think so? - Comments: [v55]

✂ Disabled Student Services -- Only equipped to deal with physical disabilities. Absolutely no awareness of need of students with cognitive disabilities. Do not solicit feedback from students. *Other-Brain injury; College, BC*

✂ I was given some poor advising. *Medical Disability; College, BC*

✂ Automatic doors -- only one-third open for me. *Multiple Disabilities; University, BC*

✂ Volunteer tutoring, note-taking, etc. *Blind/Visually impaired, Dyslexia; College, AB*

✂ Minister of Skills, Labour and Training had me on a list for two years and finally told me they could do nothing for me. *Medical Disability; College, BC*

✂ Health Services. Doctors not very personable. Long waiting times. Not very informative. Give deferrals for exams too easily (ie. for common colds). Should be a little stricter. *Medical Disability; University, AB*

✂ Courses/Instructors -- High level of non-communication between instructors and service (what little there is) provided for students with disabilities. *Multiple Disabilities; College, BC*

✂ Education Undergraduate Office. Lack of cooperation. Secretary lacks people skills. Not very helpful. *Medical Disability; University, AB*

✂ [The University] has a learning skills centre staffed by students who lack confidence in their skills, which hinder their ability to assist others. *Learning Disability; College, BC*

✂ Red tape, cutbacks;... not enough staff. *Learning Disability; College, AB*

✂ A sense of place, belonging. *Learning Disability; University, BC*

✂ An instructor really put me down and made my disability an issue, and they did not stick up for me or talk to him. *Learning Disability; College, AB*

✂ Need more funding to support increase in student population. *Learning Disability; University, AB*

✂ Not enough information. If I want to apply for grants, sometimes no one knows or has any information. Trying to track down information by yourself can be upsetting, self-defeating and a plain waste of time... *Learning Disability; College, AB*

✂ [The College] needs to ease up on their policy of not accepting assessments over three years old. Assessments are expensive and not very accessible in the north. *Learning Disability; College, BC*

✂ No athletic facility. *Learning Disability; University, BC*

✂ Scribing for exams is available at [The College] but not at [The University]. [The University] needs to be open to offering services that are available at the high school and college level. *Learning Disability; College and University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✂ I feel some professors are very helpful in making alternative arrangements while others do not like to accommodate. More education for professors would be beneficial. *Learning Disability; University, AB*

✂ Access to all buildings -- old structures; not a lot of elevators; poor design. *Mobility impaired; University, BC*

✂ Could use a gym to relieve stress. Students may be more active and alert. *Learning Disability; College, AB*

✂ The Science Faculty's lack of accommodation for persons with special needs. They have no understanding of what it is like to go to school and have a disabling condition. Not informed and not approachable. *Medical Disability; University, AB*

✂ Too many faculty members are not very keen on providing accommodations for students. There is no standardized policy or guidelines for them to follow. *Learning Disability; University, AB*

✂ In the main washrooms there are stalls for disabled people but no one in a wheelchair can get to the sink to wash their hands because there is no way to get the wheelchair under. *Mobility impaired; College, AB*

✂ I find the facility not that great for people with physical disabilities. For example, if you park in disabled parking and use the elevator closest to the parking lot and you want to get to building five on the third floor, it would take you three elevators. *Mobility impaired; College, AB*

✂ Funding is the most important. Grants should not be considered to be income when they are only used to help a disabled student get through their studies, e.g. have to pay for people to supervise exams or for note takers. *Mobility impaired; College, AB*

✂ Physical accessibility; not accessible. *Mobility impaired; College, AB*

✂ Equipment and technology non-existent. *Mobility impaired; College, AB*

✂ Some teachers not accredited. This causes stress when it comes to departmentals [exams]. If teachers were accredited they could set their own finals. *Learning Disability; College, SK*

✂ Some of the doors on the older part of the university are pretty hard to open. *Learning Disability; University, BC*

✂ Lecture room seating for students with disabilities should be marked; outside aisle seating. *Other-Left hemi-paresis; University, BC*

✂ Hours of building. Strict policy on working late. *Learning Disability; College, AB*

✂ No way for a person in a wheelchair to get in. *Learning Disability; College, SK*

✂ Disabled parking walkways should be shovelled clean and salted or sanded for the conditions make it worse if this is not done. *Other-Left hemi-paresis; University, BC*

✂ Classrooms: Some classroom aisles aren't wide enough for wheelchairs to get through. Some classrooms are very cluttered making things very difficult for the visually-impaired. *Learning Disability; University, AB*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✂ The stairs could have darker coloured strips. *Blind/Visually Impaired; University, AB*

✂ Elevators close too quickly. *Mobility impaired, Medical Disability; University, BC*

✂ The buildings could have signs on them that tell people right away what it is associated with. *Blind/Visually Impaired; University, AB*

✂ Bad and dangerous ramps. *Mobility impaired, Medical Disability; University, BC*

✂ Parking is limited and quite a distance from the building. Often snow-covered or muddy. *Learning Disability; College, SK*

✂ Elevator to library makes research very difficult. *Mobility Impaired; University, AB*

✂ Teachers that will not hand out photocopies and not allow extra time for writing when my writing hand is sore (as it is now after writing this). *Medical Disability; College, BC*

✂ Physical adaptations -- lighting, stair strips, etc. are poor. *Blind/Visually impaired; University, BC*

✂ Library assistance -- not enough resources devoted to the needs of students. *Blind/Visually impaired; University, BC*

✂ The Professional Faculties building because it was poorly built. *Learning Disability; University, AB*

✂ The overall layout and architecture of the campus is poor for visually impaired, mobility impaired persons. *Learning Disability; University, AB*

✂ None that affect me, other than someone with more weight training experience for people with limited wrist movement. *Other-Right Wrist Impaired; College, SK*

✂ Students Association -- They are more concerned with giving themselves raises and they would rather improve the bar than put money towards our education. We are here to learn, not to drink. *Learning Disability; College, AB*

✂ Large print/tape books -- not available at Simon Fraser; through UBC only. *Blind/Visually impaired; University, BC*

✂ Can't take scooter into classroom. *Mobility impaired; College, BC*

✂ Computers available on a limited basis. Often there is a wait to use them. *Learning Disability; College, SK*

✂ Disabled student services non-existent. *Mobility impaired; College, AB*

✂ Hallways too narrow. *Mobility impaired; College, BC*

✂ Washrooms are few and inconvenient. *Mobility Impaired; University, AB*

✂ Doorways too small. *Mobility impaired; College, BC*

✂ Administration building is difficult to enter. *Mobility Impaired; University, AB*

✂ Accessibility in the cafeterias; counters are very high. *Other-Post Brain Injury; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✎ Disabled parking -- This service should be free for the students who already paid for disabled placards. They shouldn't have to pay again for parking. *Other-Left hemiparesis; University, BC*

✎ The work load on teachers is at times too much, which robs the teachers and students of really good time together, or quality time together. *Learning Disability; College, AB*

✎ Instructors -- They need to be educated about respect, worth and the rights of the disabled. *Mobility impaired; College, BC*

✎ Having your tutor working only one day a week and wanting to talk to him before that. *Mental Health Disability; College, BC*

✎ Having to make six phone calls; having to talk to different people in order to get information and get registered for a course. *Mental Health Disability; College, BC*

✎ Classrooms that have fixed seating. The fact that wheelchair students are not informed about fire drills and where to go and then how to notify someone that you are sitting in the back stairwell. No outside recognition of fire wardens. *Mobility impaired, Learning Disability; College, BC*

✎ There is no general knowledge of services available to students. Maybe a list of services, equipment, policies and procedures for students. I've been at [The College] for five years and just found out about talking books. *Mobility impaired, Learning Disability; College, BC*

✎ Student Union -- Not accessible on my campus to those with transport difficulties. *Mobility impaired, Medical Disability, Other; College, BC*

✎ Library -- Old building, bad access, no private washroom facility. *Mobility impaired, Medical Disability, Other; College, BC*

✎ Lack of organization and concern/care at [The Campus]. The class schedules are not conducive to the availability of reasonable access. *Medical Disability; College, BC*

✎ [The Campus]: Safety and physical access are very poor. The campus is situated on a steep hillside. The slope and length of ramps hamper mobility in good weather, let alone in bad weather conditions. *Medical Disability; College, BC*

✎ The lack of communication between departments and student support systems at [the Campus]. The attitude of separation and the lack of clarity in lines of responsibility and assistance guidelines. Too many departments, no umbrella in relationship to disabled students. Run around! *Medical Disability; College, BC*

✎ In class note taking, need more laptops. Now I have to try to arrange it myself or just try to get notes down. Other students don't always want to wait while you take their notes to photocopy. *Deaf/Hard of hearing, Learning Disability; University, BC*

✎ Teacher education. A few teachers need to learn that learning difficulties don't mean you are stupid (but this is not just a problem in school). *Deaf/Hard of hearing, Learning Disability; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

⌘ More and more flashing alarms are being installed, but not all buildings have them. Most old buildings that are not renovated yet do not have them. Sometimes deaf students have to work in the labs by themselves, and they won't be aware if fire alarm goes off. They are very concerned about it. Negotiation is in process right now. *Deaf/Hard of hearing; University, AB*

⌘ Accessible washrooms. As of last year we got feminine hygiene products in one washroom which can only be used when no other students are in this washroom. [The College] has stated that because all other accessible washrooms are single stall, they are worried about theft and damage. Really makes you feel respected as an individual. *Mobility impaired, Learning Disability; College, BC*

⌘ The teachers need to talk together to help students succeed and pass. *Learning Disability; College, BC*

⌘ Need to have coordinators aware of invisible disability as a real problem. I wish they were aware of their own attitudes and inability to recognize what they cannot see or feel good about. Helpers get a certain prestige from being seen with visibly disabled people. In my case they don't. In fact, it seems like there is forever a question about my credibility as a disabled person. *Medical Disability; University, BC*

⌘ Need an awareness of environmental toxins and sensitivities. Noise, lights, air quality. *Medical Disability; University, BC*

⌘ Hours of operation of the Learning

Assistance Centre. *Learning Disability; College, AB*

⌘ Buildings: some of the campus buildings are not accessible to the disabled population. *Learning Disability; University, AB*

⌘ Campus services: Some of the services offered on campus aren't disabled accessible. The counters are too high and the service people aren't helpful. *Learning Disability; University, AB*

⌘ Need professional, well paid study coaches and note takers. Otherwise, I'm not really getting the help I need. Also note takers should be anyone qualified. They should not have to be full-time students. They are overstressed as it is. *Medical Disability, Other-Chronic Fatigue, Fibromyalgia; University, BC*

⌘ I find it really hard to get help if you are not exactly sure what is there. Even though the faculty knows that I have a problem, I have to ask for things. I don't know what the school offers and they don't tell you either...They don't let you know what options you have or what facilities there are for learning disabled students. *Learning Disability; College, AB*

⌘ Funding strain on disabled students, particularly at grad level. *Mobility impaired; University, BC*

⌘ The campus is so big and impersonal it makes another barrier in terms of reaching out for services. But if you do so, they are available. *Blind/Visually impaired; University, BC*

⌘ The Student Union does not stimulate student life enough, and really does very little. *Blind/Visually impaired; University, BC*

cont'd... In general, in terms of campus accessibility, what do you feel are the three **LEAST SUCCESSFUL** services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✂ Poor lighting on campus.
Blind/Visually impaired; University, BC

✂ We need to have more counsellors. There is only one and she is hard to see.
Learning Disability; College, BC

✂ Lack of paid counselling and employment strategy services. *Mobility impaired; University, BC*

✂ Slow change in attitudes of senior administration. *Mobility impaired; University, BC*

✂ Faculty lounges -- We need more classroom space and these areas are empty (majority of the time). Learning Centre could use this space. *Learning Disability; College, AB*

✂ Automatic doors which require you to push buttons. Not everyone can use buttons so you can't use those doors. *Mobility impaired; University, AB*

✂ It can be extremely difficult to find a tutor qualified to teach university level maths and sciences that is willing to work at the rate (\$9.00/hour) the school is willing to pay. (Had to subsidize tutor fees with my loan.) *Learning Disability; University, BC*

✂ Less accessibility to teachers. Teachers are available for contact twice per week. *Learning Disability; University, BC*

✂ Could use more designated parking areas. *Other-Right hand amputee; College, AB*

✂ Possibly run a workshop for able-bodied people, so they value what they have, and possibly show them what it is like to function one day as a disabled person. *Other-Right hand amputee; College, AB*

✂ Some of the ramps are poorly maintained and have ridges which are unsafe. *Mobility impaired; University, BC*

✂ Transportation is a major problem for someone in a wheelchair. *Mobility impaired; University, BC*

✂ Student Health Service [...] is too far from main student service building. I think there should be one in the main student service building. *Mobility impaired; University, BC*

✂ Old buildings have still to be converted for accessibility. *Medical Disability; University, BC*

✂ I was very angry that this year it took over a month to get a book on tape. *Learning Disability; College, AB*

✂ Residences -- One pays money for rent and the service is very poor. Nobody knows how to clean or fix anything. I didn't appreciate being laughed at by the residence manager for being thorough on my damage report. *Learning Disability; College, AB*

✂ Funds I am given for students with disabilities could not be spent as I wished. I was unable to use it to take a computer class or get a laptop. *Learning Disability; College, AB*

✂ Services: May be able to use an elevator in one particular area. *Other-Right hand amputee; College, AB*

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

✎ Walkways could be larger and so could aisles in classrooms. *Medical Disability; University, BC*

✎ Too little awareness of unusual or controversial disabilities and cutbacks in budget make it difficult to provide all the help possible. *Medical Disability; University, BC*

✎ Fees office: very difficult to access because of dangerous small elevator. *Mobility impaired; University, AB*

✎ Student Union Building, Movie Theatre -- Because the elevator is not large enough to accommodate my wheelchair, I can't attend movies. *Mobility impaired; University, BC*

✎ I think students need a larger role in [the Centre] for students with disabilities. [The Centre] has so much administration that often I feel like "output" rather than an integral part of it. *Other-Loss of fine motor control; University, BC*

✎ Lack of communication with instructor or program. *Medical Disability; College, AB*

✎ [The Centre] encourages students to advocate for themselves. Personally, I do. However there are no seminars or courses on self-advocacy and there are students who are uncomfortable advocating for themselves. Teaching students to advocate would be better than simply stating, "Be your own advocate." *Other-Loss of fine motor control; University, BC*

✎ The campus is very large. There is no

on-campus transportation, so if one class is on the north side and you have to get to the south side in 10 minutes, many students opt not to take the second course. *Other-Loss of fine motor control; University, BC*

✎ Physical accessibility. Many areas are a pain to get around in. Especially the newer buildings. *Blind/Visually impaired; University, AB*

✎ Disabled Resource Centre: because your counsellor is always changing and they make promises they can't keep. *Mobility impaired; University, AB*

✎ There is no specialized transportation system available for students with disabilities. *Mobility impaired; University, BC*

✎ Lack of policy changes that would allow for reduced time/days. *Medical Disability; College, AB*

✎ Funding seems to be a real problem in keeping all the programs (e.g. tutoring) available when it is best for the student. As a result students have to miss a class or the tutor... *Learning Disability; College, AB*

✎ Classroom stairs have no indicator, visually, of where stairs are. *Blind/Visually impaired; College, AB*

✎ Cafeteria items are hard to read; don't know what's on menu. *Blind/Visually impaired; College, AB*

✎ As I previously mentioned, stairs are: irregular in count in different areas. Building 7 to second floor has 3 stairways with 15-10-14 stairs, whereas Building 6 is 15-8-14. And main circular stairway is 3-5-16-16 steps. This gets very frustrating.

cont'd... In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so? - Comments: [v55]

Also stairs are dark and not marked. I have low vision: have tripped many times.
Blind/Visually impaired; College, AB

☞ Stairs at cafeteria aren't good contrast.
Blind/Visually impaired; College, AB

☞ Lorsque les profs utilisent des moyen audio-visuels. Ce n'est pas adéquat pour les sourds. *Surdité/Personne malentendante; Université, QC*

Comments: I had difficulty answering a number of questions, primarily since I did not utilise either service or am not familiar with the environment. My disability is (hopefully) temporary... [The coordinator] of Services for Students with Disabilities has been very helpful. *Medical Disability, Other-Skeletal injury related fatigue; University, Atlantic Canada*

Re. Survey: Too long. Do you honestly think a person with a disability can fill this out. *Learning Disability; College, AB*

Re: Survey -- This was horrid. *Mental health, Medical disability; College, ON*

Appendix Four: Student and Service-Provider Questionnaires

SECTION ① - STUDENT INFORMATION

The following questions are designed to provide us with background information, some data on the nature of your disability and some details on your program of study. Please fill in the blanks and check the appropriate responses for each question.

1. What is your birth date?

year _____ month _____ date _____

2. Gender

☐ Female ☐ Male

3. In what province/territory are you currently attending post-secondary education?

3a. If different from question 3, please indicate in what province/territory you currently reside?

4. What is your current marital status?

- ☐ Never married
☐ Now married/living with common-law partner
☐ Widowed/divorced/separated
☐ Other (please specify) _____

5. Do you have any dependent children?

☐ Yes ☐ No. If no, go to question 6 (page 2).

5a. If yes, what were their ages as of the first week of 1998?

1st child _____ 2nd _____ 3rd _____ 4th _____

6. Please indicate the primary nature of your disability (check more than one if appropriate).

- ☐ 1. Mobility impaired
☐ 2. Deaf/Hard of hearing
☐ 3. Blind/Visually impaired
☐ 4. Speech impaired
☐ 5. Learning disability, including ADD
☐ 6. Mental health disability
☐ 7. Medical disability
☐ 8. Other, please specify _____

6a. On a day-to-day basis, what kinds of aids or services do you use to accommodate your disability? The following is a list of some aids and services. Please describe as fully as possible the aids or services you use if they do not appear on this list.

- ☐ 1. White cane
☐ 2. Guide dog
☐ 3. Alternative formats (e.g. braille, large print, audio tape)
☐ 4. Sign language interpreters
☐ 5. Hearing aid
☐ 6. Communication board such as Bliss
☐ 7. Wheelchair/Scooter
☐ 8. Crutches or other walking aids
☐ 9. Attendant care services
☐ 10. Adaptive technology (e.g. computers, brailers, calculators)
☐ 11. Drugs and medical supplies
☐ 12. Specialized transportation systems
☐ 13. Academic accommodations (e.g. note-takers, books on tape, etc.)
☐ 14. Extended testing time
☐ 15. Other, please specify _____

☐ 16. No aids or services used

- 7 Depending on your disability, are there any aids or services which you would use but do not have access to?

1 ☐ Yes : ☐ No *If no, go to question 8 (page 4).*

- 7a *If yes, what are they?*

- 1 ☐ White cane
- 2 ☐ Guide dog
- 3 ☐ Alternative formats (e.g. braille, large print, audio tape)
- 4 ☐ Sign language interpreters
- 5 ☐ Hearing aid
- 6 ☐ Communication board such as Bliss
- 7 ☐ Wheelchair Scooter
- 8 ☐ Crutches or other walking aids
- 9 ☐ Attendant care services
- 10 ☐ Adaptive technology (e.g. computers, brailers, calculators)
- 11 ☐ Drugs and medical supplies
- 12 ☐ Specialized transportation systems
- 13 ☐ Academic accommodations (e.g. note-takers, books on tape, etc.)
- 14 ☐ Extended testing time
- 15 ☐ Other, please specify _____

16 ☐ No aids or services used

- 7b *If yes, why do you not have access to these aids or services?*

- 1 ☐ No government program to fund access
- 2 ☐ Too costly for personal purchase
- 3 ☐ Unavailable in my area
- 4 ☐ Other, please explain _____

8. Do you consider yourself Inuit, North American Indian or Métis? If yes please indicate:

- 1 ☐ Inuit
- 2 ☐ North American Indian
 - 3 ☐ Status
 - 4 ☐ Non-status
- 5 ☐ Métis

9. Do you consider yourself a member of a visible minority group?

- 1 ☐ Yes
- 2 ☐ No

10. Because of your disability, did you receive any income over the last 12 months from social assistance benefits or pension programs.

- 1 ☐ Yes
- 2 ☐ No *If no, please go to question 11 (page 5).*

- 10a From which of the following sources did you receive benefits or pensions (Check as many as apply):

- 1 ☐ Disability pension from Canada Pension Plan or Quebec Pension Plan
- 2 ☐ Unemployment Insurance Sickness Benefits
- 3 ☐ Motor Vehicle Accident Insurance/Workers Compensation Board
- 4 ☐ Private disability insurance plan
- 5 ☐ Employer insurance plan
- 6 ☐ Social assistance or welfare - in which province? _____
- 7 ☐ Provincial educational grant for a person with disability (i.e. Vocational Rehabilitation of Disabled Persons Program)
 - in which province? _____
- 8 ☐ Training allowance for persons with a disability
 - in which province? _____
- 9 ☐ Training allowance for persons with a disability
 - in which province? _____
- 10 ☐ Veteran's Disability Pension or Allowance or other veterans' pension
- 11 ☐ Other federal or provincial financial assistance programs for persons with disabilities - Please specify program(s) and province _____

11. Do you currently receive financial aid in the form of a scholarship(s) or academic award(s)?

1 ☐ Yes 2 ☐ No *If no, go to question 12.*

11a. If yes, please identify the scholarship(s) or academic award(s) by name:

11b. Are any of these scholarships or awards transportable across provinces (i.e. could you receive the scholarship or award if you attended school elsewhere in Canada)?

1 ☐ Yes 2 ☐ No

11c. Do any of these scholarships or awards require you to attend school on a full-time basis?

1 ☐ Yes 2 ☐ No *If no, go to question 12.*

12. Do you currently receive funding for your education through the Canada Student Loan Program, the Quebec Student Financial Aid Program or the Northwest Territories Student Financial Aid Program?

1 ☐ Yes 2 ☐ No *If no, go to question 14 (page 6).*

12a. Please identify the program:

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13. If yes, is the funding you receive sufficient to cover costs associated with your education?

Living expenses: 1 ☐ Yes 2 ☐ No

Tuition, books: 1 ☐ Yes 2 ☐ No

Assistive aids: 1 ☐ Yes 2 ☐ No

14. Do you have a disability that is not covered by any financial aid program?

1 ☐ Yes 2 ☐ No

15. What is the name of the post-secondary educational institution that you attend?

15a. Did you choose this school on the basis of (check more than one if applicable):

1 ☐ Accessibility (ie. services offered)

2 ☐ Academic programs offered

3 ☐ Other, please specify _____

16. What kind of educational institution do you attend?

1 ☐ University

2 ☐ Community College

3 ☐ CEGEP

4 ☐ Other, please specify _____

17. What type of qualification are you pursuing?

1 ☐ Certificate or diploma

2 ☐ Bachelor's degree

3 ☐ Master's degree

4 ☐ Doctorate

Please go to question 19, page 7.

5 ☐ Other, please specify _____

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18. If you specified "Other," are you currently enrolled in any course or courses at a post-secondary institution for any of the following reasons (check as many as apply):

- 1 ☐ to qualify for a degree, diploma or certificate program?
- 2 ☐ to improve or acquire language skills?
- 3 ☐ to improve or acquire work skills?
- 4 ☐ as a form of recreation?
- 5 ☐ other, please specify _____

Please go to question 22 (page 8).

19. As of September 1st, 1997, what year of your program had you completed?

- 1 ☐ less than 1 year
- 2 ☐ 1 year
- 3 ☐ 2 years
- 4 ☐ 3 years
- 5 ☐ 4 years
- 6 ☐ more than 4 years

20. What is your field of study? Please be as specific as possible (i.e. Food Preparation, Hotel Management, Nursing, Computer Science, History, Architecture, Educational Counselling, etc.)

21. Are you enrolled as a:

- 1 ☐ Full-time student
- 2 ☐ Part-time student
- 3 ☐ Other, please specify _____

- 21a. Do you attend ONLY night classes?

- 1 ☐ Yes
- 2 ☐ No. If yes, go to question 22 (page 8).

- 21b. If no, do you attend ANY night classes?

- 1 ☐ Yes
- 2 ☐ No

22. Which of the following program(s) of study have you enrolled in or completed? (Check as many as apply):

- 1 ☐ Certificate or diploma from a Community College or CEGEP?

What was/is your field of study? _____

If you completed your program, in what year? _____

- 2 ☐ Certificate or diploma from a University?

What was/is your field of study? _____

If you completed your program, in what year? _____

- 3 ☐ Bachelors' degree?

What was/is your field of study? _____

If you completed your program, in what year? _____

- 4 ☐ Masters' degree?

What was/is your field of study? _____

If you completed your program, in what year? _____

- 5 ☐ Doctorate?

What was/is your field of study? _____

If you completed your program, in what year? _____

- 6 ☐ Other?

Please specify program and field of study _____

If you completed your program, in what year? _____

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- 23 Do you require modified building features or special transportation services to attend school?

1 ☐ Yes 2 ☐ No *If no, go to question 25.*

- 24 If yes, do you require any of the following modified building features or arrangements in order to be able to pursue your studies?

- 1 ☐ Handrails, ramps
 2 ☐ Appropriate parking
 3 ☐ Accessible elevators
 4 ☐ Accessible work stations
 5 ☐ Accessible washrooms
 6 ☐ Accessible computer labs
 7 ☐ Accessible study facilities
 8 ☐ Other, please specify _____

- 25 Do you need any assistive aids or services or special equipment to pursue your studies?

1 ☐ Yes 2 ☐ No *If no, go to question 26 (page 10).*

- 25a If yes, do you require any of the following to be able to continue your studies? Please check those which apply:

- 1 ☐ Support staff, e.g. reader, oral or sign language interpreter, study coach, personal assistant
 2 ☐ Technical aids and devices such as voice synthesizer, T.T.Y., infrared system, computer
 3 ☐ Alternative format services, e.g. conversion of print to braille, audio tape
 4 ☐ Communication services, e.g. note-takers, interpreters
 5 ☐ Modified hours or days or reduced class/study hours
 6 ☐ Accessible transportation
 7 ☐ Other, please specify _____

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- 26 Is there an office on your campus that coordinates services for students with disabilities?

1 ☐ Yes 2 ☐ No *If no, go to question 29, page 11.*

- 26a If yes, have you contacted or visited this office at any point in your studies?

1 ☐ Yes 2 ☐ No

- 26b If no, have you accessed services for students with disabilities on your campus in some other way?

1 ☐ Yes 2 ☐ No

- 26c If yes, how have you accessed these services? _____

- 27 Are you required to pay for any of the services for students with disabilities that you access on your campus?

1 ☐ Yes 2 ☐ No

- 27a If yes, please describe: _____

- 28 How did you become aware of the services offered to students with disabilities at your educational institution? (check more than one if applicable)

- 1 ☐ information in your admissions package
 2 ☐ in the course calendar
 3 ☐ high school/previous institution advisor
 4 ☐ another student
 5 ☐ a professor
 6 ☐ student association handbook materials
 7 ☐ an admissions counselor at your educational institution
 8 ☐ Other, please specify _____

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- 29 Does your institution have an independent group organized by and for students with disabilities?

1 ☐ Yes 2 ☐ No

- 29a *If yes, Can you give us the name of this organization:*

Contact person _____

Phone No. (please include area code): _____

e-mail address _____

- 29b *If yes, do you directly participate in this group's activities?*

1 ☐ Yes 2 ☐ No

if yes, your e-mail address _____

- 30 Does your institution have a committee dealing with issues of accessibility?

1 ☐ Yes 2 ☐ No

- 30a *If yes, does this committee have representation from students with disabilities?*

1 ☐ Yes 2 ☐ No

- 30b *If yes, can you provide us with the name of this committee and a contact number?*

Name _____

Phone No(s). (please include area code): _____

e-mail address _____

SECTION ① - RENSEIGNEMENTS RELATIFS AUX ETUDIANT-E-S

façon

Les questions suivantes sont destinées à nous fournir des renseignements de base, des données sur la nature de vos limitations fonctionnelles et des détails quant à votre programme d'études. Veuillez remplir les espaces réservés à cette fin et cocher les réponses pertinentes après chacune des questions.

1 Quelle est votre date de naissance?

année _____ mois _____ jour _____

2 Sexe

1 ☐ Femme 2 ☐ Homme

3 Dans quelle province/territoire poursuivez-vous actuellement vos études postsecondaires?

3a Demeurez-vous actuellement dans une province/territoire autre que celle indiquée à la question 3?

4 Quelle est votre situation civile actuelle?

- 1 ☐ Jamais marié-e
 2 ☐ Actuellement marié-e/vivant en union de fait
 3 ☐ Veuf-veuve/divorcé-e/séparé-e
 4 ☐ Autre (veuillez préciser) _____

5 Avez-vous des enfants à votre charge?

1 ☐ Oui 2 ☐ Non. Si non, passez à la question 6 (page 2)

5a Si oui, quel âge avaient-ils à la première semaine de janvier 1998?

1^{er} enfant _____ 2^e _____ 3^e _____ 4^e _____

6 Veuillez indiquer la nature principale de vos limitations fonctionnelles (cochez plus d'une case si nécessaire)

- 1 ☐ Deficience motrice
 2 ☐ Surdit /Personne malentendante
 3 ☐ C c te/Deficience visuelle
 4 ☐ Deficience de la parole
 5 ☐ Troubles d'apprentissage, dont le syndrome de d ficit d'attention
 6 ☐ Probl mes de sant  mentale
 7 ☐ Deficience organique
 8 ☐ Autre, veuillez pr ciser _____

6a Dans votre quotidien, quels types d'aides ou de services avez-vous besoin en raison de vos limitations fonctionnelles? La liste suivante comporte quelques aides et services. S'ils ne figurent pas dans cette liste veuillez d crire le plus pr cis ment possible les aides ou services auxquels vous avez recouru.

- 1 ☐ Canne blanche
 2 ☐ Chien guide
 3 ☐ M dias substitu s (ex. braille, gros caract res, cassette-audio)
 4 ☐ Interpr tes gestuels/oralistes
 5 ☐ Appareils auditifs
 6 ☐ Tableau de communication comme le Bliss
 7 ☐ Fauteuil roulant/Scooter
 8 ☐ B quilles ou autres aides   la mobilit 
 9 ☐ Services de prepose aux soins personnels
 10 ☐ Technologies adapt es (ex. ordinateurs, convertisseur braille, calculatrices)
 11 ☐ M dicaments et fournitures m dicales
 12 ☐ Services de transport adapt 
 13 ☐ Accommodements acad miques (ex. preneurs de notes, livres-cassettes, etc.)
 14 ☐ P riode d'examen prolong e
 15 ☐ Autre, veuillez pr ciser _____

16 ☐ Aucun service ou aide utilis 

7 En raison de vos limitations fonctionnelles, y a-t-il des aides ou des services dont vous auriez besoin mais auxquels vous n'avez pas accès?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 8 (page 4)

7a Si oui, quels sont-ils?

- 1 ☐ Canne blanche
- 2 ☐ Chien guide
- 3 ☐ Médias substituts (ex. braille, gros caractères, cassette-audio)
- 4 ☐ Interprètes gestuels/oralistes
- 5 ☐ Appareils auditifs
- 6 ☐ Tableau de communication comme le Bliss
- 7 ☐ Fauteuil roulant/Scooter
- 8 ☐ Bequilles ou autres aides à la mobilité
- 9 ☐ Services de préposé aux soins personnels
- 10 ☐ Technologies adaptées (ex. ordinateurs, convertisseur braille, calculatrices)
- 11 ☐ Médicaments et fournitures médicales
- 12 ☐ Services de transport adapté
- 13 ☐ Accommodements académiques (ex. preneurs de notes, livres-cassettes, etc.)
- 14 ☐ Période d'examen prolongée
- 15 ☐ Autre, veuillez préciser _____

16 ☐ Aucun service ou aide requis

7b Si oui, pourquoi n'avez-vous pas accès à ces aides ou ces services?

- 1 ☐ Aucun programme gouvernemental pour financer leur accès
- 2 ☐ Trop coûteux à l'achat
- 3 ☐ Non disponible dans la région
- 4 ☐ Autre, veuillez préciser _____

8 Vous identifiez-vous comme Inuit, Amérindien-ne ou Métis-se? Si oui, veuillez l'indiquer

- 1 ☐ Inuit
- 2 ☐ Amérindien-ne
- 3 ☐ Indien-ne inscrit 4 ☐ Indien-ne non-inscrit
- 5 ☐ Métis-se

9 Vous identifiez-vous limitations fonctionnelles comme membre d'une minorité visible?

1 ☐ Oui 2 ☐ Non

10 En raison de vos limitations fonctionnelles, avez-vous reçu des revenus au cours des 12 derniers mois provenant d'un régime d'aide sociale ou de pension?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 11 (page 5)

10a De quelle source provenaient vos prestations ou pensions (cochez plus d'une case si nécessaire)

- 1 ☐ Pension d'invalidité du Régime de pension du Canada ou du Régime des rentes du Québec
- 2 ☐ Prestations d'assurance-maladie du Régime d'assurance-chômage
- 3 ☐ Indemnités pour accidentés de la route/Commission des accidents de travail
- 4 ☐ Indemnités d'un régime privé d'assurance-invalidité
- 5 ☐ Indemnités d'un régime d'assurance de l'employeur-e
- 6 ☐ Prestations d'aide sociale -- de quelle province? _____
- 7 ☐ Bourses d'études pour étudiant-e-s handicapés d'un régime provincial (c.-à-d. du Programme de réadaptation professionnelle des personnes handicapées ou direction générale de l'aide financière aux études)
- de quelle province? _____
- 8 ☐ Allocation de formation pour les personnes handicapées
- de quelle province? _____
- 9 ☐ Pension de vétéran pour personnes handicapées ou autre allocation ou pension de vétéran
- 10 ☐ Aide financière d'autres programmes fédéral ou provincial pour les personnes handicapées -- veuillez préciser le(s) programme(s) et la province _____

11 Recevez-vous actuellement une aide financière sous forme de bourse(s) ou de prix de mérite?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 12

11a Si oui, veuillez indiquer le nom de la(s) bourse(s) ou prix

11b Ces prix ou ces bourses peuvent-ils être transférés d'une province à l'autre (c.-à-d. ces bourses ou prix vous seraient-ils octroyés si vous poursuiviez des études dans une autre province canadienne)?

1 ☐ Oui 2 ☐ Non

11c L'octroi de ces bourses ou de ces prix exige-t-il que vous soyez aux études à temps plein?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 12

12 Recevez-vous actuellement une aide financière du Programme canadien de prêts aux étudiants, du Régime des prêts et bourses du Québec ou du programme d'aide financière aux étudiant-e-s des Territoires du Nord-Ouest?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 14 (page 4)

12a Veuillez indiquer le nom du programme en question

13 Si oui, l'aide financière obtenue était-elle suffisante pour couvrir les coûts de vos études?

Frais de subsistance 1 ☐ Oui 2 ☐ Non

Frais de scolarité 1 ☐ Oui 2 ☐ Non

Achat de livres 1 ☐ Oui 2 ☐ Non

Aides techniques 1 ☐ Oui 2 ☐ Non

14 Présentez-vous une limitation fonctionnelle qui ne fait pas l'objet d'un programme d'aide financière?

1 ☐ Oui 2 ☐ Non

15 Quel est le nom de l'établissement d'enseignement postsecondaire que vous fréquentez?

15a Avez-vous choisi cet établissement en fonction de (cochez plus d'une case si nécessaire)

1 ☐ De l'accessibilité (c.-à-d. des services offerts)

2 ☐ Des programmes d'études offerts

3 ☐ Autre, veuillez préciser

16 Quel type d'établissement fréquentez-vous?

1 ☐ Université

2 ☐ Collège communautaire

3 ☐ CEGEP

4 ☐ Autre, veuillez préciser

17 Quel type de qualification recherchez-vous?

1 ☐ Certificat ou diplôme

2 ☐ Baccalauréat

3 ☐ Maîtrise

4 ☐ Doctorat

Veuillez passer à la question 18, page 7

5 ☐ Autre, veuillez préciser

- 18 Si vous avez indiqué «Autre», êtes-vous actuellement inscrit à un ou à des cours dans un établissement d'enseignement postsecondaire pour l'une des raisons suivantes (cochez plus d'une case si nécessaire)

- 1 ☐ pour obtenir les qualifications en vue de poursuivre un certificat, ou un diplôme?
- 2 ☐ pour améliorer ou acquérir des compétences linguistiques?
- 3 ☐ pour améliorer ou acquérir des compétences de travail?
- 4 ☐ à titre de loisirs?
- 5 ☐ autre, veuillez préciser _____

Veuillez passer à la question 22 (page 8)

- 19 Au 1^{er} septembre 1997, quelle année de votre programme d'études aviez-vous complétée?

- 1 ☐ moins d'une année
- 2 ☐ une année
- 3 ☐ 2 années
- 4 ☐ 3 années
- 5 ☐ 4 années
- 6 ☐ plus de 4 années

- 20 Quel est votre domaine d'études? Veuillez l'indiquer le plus précisément possible (e.-à.-d.: alimentation, gestion hôtelière, sciences infirmières, informatique, histoire, architecture, orientation scolaire, etc.)

- 21 Êtes-vous inscrits comme

- 1 ☐ étudiant-e à temps plein
- 2 ☐ étudiant-e à temps partiel
- 3 ☐ Autre, veuillez préciser _____

- 21a. Êtes-vous inscrits UNIQUEMENT à des cours du soir?

- 1 ☐ Oui 2 ☐ Non Si oui, passez à la question 22 (page 8)

- 21b Si non, suivez-vous certains cours du soir?

- 1 ☐ Oui 2 ☐ Non

- 22 Dans la liste suivante, cochez le ou les programmes auxquels vous vous êtes inscrit ou que vous avez terminés. Cochez plus d'une case si nécessaire

- 1 ☐ Certificat ou diplôme d'un collège communautaire ou d'un cégep?

Dans quel domaine d'études? _____

En quelle année l'avez-vous obtenu, le cas échéant? _____

- 2 ☐ Certificat universitaire?

Dans quel domaine d'études? _____

En quelle année l'avez-vous obtenu, le cas échéant? _____

- 3 ☐ Baccalauréat?

Dans quel domaine d'études? _____

En quelle année l'avez-vous obtenu, le cas échéant? _____

- 4 ☐ Maîtrise?

Dans quel domaine d'études? _____

En quelle année l'avez-vous obtenue, le cas échéant? _____

- 5 ☐ Doctorat?

Dans quel domaine d'études? _____

En quelle année l'avez-vous obtenue, le cas échéant? _____

- 6 ☐ Autre?

Veuillez préciser le programme et le domaine d'études

En quelle année avez-vous complété votre programme, le cas échéant? _____

23 Avez-vous besoin de modifications aux installations ou de services de transport adaptés pour pouvoir poursuivre vos études?

1 ☐ Oui 2 ☐ Non. Si non, passez à la question 25

24 Si oui, parmi la liste suivante, indiquez les modifications ou aménagements à effectuer qui contribueraient à vous aider à poursuivre vos études?

- 1 ☐ Mains courantes, rampes
- 2 ☐ Stationnement approprié
- 3 ☐ Ascenseurs accessibles
- 4 ☐ Aires de travail accessibles
- 5 ☐ Toilettes accessibles
- 6 ☐ Laboratoires d'ordinateurs accessibles
- 7 ☐ Aires d'études accessibles
- 8 ☐ Autre, veuillez préciser _____

25 Avez-vous besoin d'aide sociale ou de services ou d'engagement particulier afin de pouvoir poursuivre vos études?

1 ☐ Oui 2 ☐ Non. Si non, passez à la question 28 (page 10)

25a Si oui, avez-vous besoin des aides ou des services suivants afin de continuer vos études? Cochez les cases pertinentes

- 1 ☐ Personnel de soutien : lecteurs, interprètes gratuits ou gratuits, aide pour étudier, aide personnelle, etc.
- 2 ☐ Aides et appareils techniques comme : synthétiseur vocal, ATME-ATME, système infra-rouge, ordinateur
- 3 ☐ Services de médiateur substitutif, comme : conversion d'empreintes en braille, cassette-audio
- 4 ☐ Services de communication, comme : professeurs de notes, interprètes
- 5 ☐ Heures ou jours modifiés ou remises retard d'étudiant-e-s dans la salle de cours
- 6 ☐ Transport accessible
- 7 ☐ Autre, veuillez préciser _____

26 Existe-t-il sur votre campus un bureau de coordination des services aux étudiant-e-s handicapés?

1 ☐ Oui 2 ☐ Non. Si non, passez à la question 29, page 11

26a Si oui, avez-vous déjà visité ou communiqué avec ce bureau pendant vos études?

1 ☐ Oui 2 ☐ Non

26b Si non, avez-vous déjà eu accès d'une autre manière à des services pour étudiant-e-s handicapés sur votre campus?

1 ☐ Oui 2 ☐ Non

26c Si oui, comment avez-vous eu accès à ces services?

27 Devez-vous payer pour obtenir des services pour étudiant-e-s handicapés sur votre campus?

1 ☐ Oui 2 ☐ Non

27a Si oui, veuillez les décrire _____

28 Comment avez-vous connu l'existence de services offerts aux étudiant-e-s handicapés dans votre établissement (cochez plus d'une case si nécessaire)?

- 1 ☐ information dans la documentation d'admission
- 2 ☐ information dans le calendrier des cours
- 3 ☐ conseiller-ère de l'école secondaire/de l'établissement antérieur
- 4 ☐ autre étudiant-e
- 5 ☐ professeur-e
- 6 ☐ agenda/documentation de l'association étudiante
- 7 ☐ conseiller-ère à l'admission dans votre établissement scolaire
- 8 ☐ Autre, veuillez préciser _____

29 Existe-t-il dans votre établissement, un groupe autonome organisé par et pour des étudiant-e-s handicapés?

1 ☐ Oui 2 ☐ Non

29a Si oui, pouvez-vous nous donner le nom de cette organisation

Personne-contact _____

Téléphone (inclure le code régional) _____

Courriel (E-mail) _____

29b Si oui, participez-vous directement aux activités de ce groupe?

1 ☐ Oui 2 ☐ Non

Si oui, quel est votre adresse électronique (courriel)

30 Existe-t-il dans votre établissement un comité chargé des questions liées à l'accessibilité?

1 ☐ Oui 2 ☐ Non

30a Si oui, les étudiant-e-s handicapés sont-ils représentés au sein de ce comité?

1 ☐ Oui 2 ☐ Non

30b Si oui, pouvez-vous nous donner le nom de ce comité et le numéro de téléphone à contacter?

Nom _____

Téléphone (inclure le code régional) _____

Courriel (E-mail) _____

11 Does the unit receive its own operating budget from the university?

First Unit 1 ☐ Yes 2 ☐ NoSecond Unit 1 ☐ Yes 2 ☐ NoThird Unit 1 ☐ Yes 2 ☐ No

11a. If NO, where does it receive its budget from?

First Unit _____

Second Unit _____

Third Unit _____

11b. Are there any services which you offer (eg. sign language/oral interpretation) that are funded by an outside source? (eg. government)

1 ☐ Yes 2 ☐ No If no, go to question 12.

11c. If yes, please list these outside sources.

12 How many paid employees work in this unit?

First Unit _____ Full-time _____ Regular Part-time

 _____ Casual Part-Time _____ Casual (eg. hourly tutors)

Second Unit _____ Full-time _____ Regular Part-time

 _____ Casual Part-Time _____ Casual (eg. hourly tutors)

Third Unit _____ Full-time _____ Regular Part-time

 _____ Casual Part-Time _____ Casual (eg. hourly tutors)

13 Does this unit coordinate the work of volunteers?

First Unit 1 ☐ Yes 2 ☐ NoSecond Unit 1 ☐ Yes 2 ☐ NoThird Unit 1 ☐ Yes 2 ☐ No

14 If YES, how many volunteers work under the direction of this unit?

First Unit _____ Second Unit _____ Third Unit _____

15 What is the average number of hours of work done by volunteers in the typical, regular-term week (approximate)?

First Unit _____ Second Unit _____ Third Unit _____

16. In general, are there any particular programs or services for which the assistance of volunteers is sought?

1 ☐ Yes 2 ☐ No

16a If yes, please list these programs/services:

17 Does your institution share any facilities, equipment or services for students with disabilities with other post-secondary educational institutions?

☐ Yes ☐ No

17a If yes, please describe (eg, shared bus services, oral interpretation services, etc.):

18 Which of the following types of disabilities can be accommodated by your institution?

- | | |
|---|---|
| ☐ Blind/Visually impaired | ☐ Deaf/Hard of hearing |
| ☐ Mobility impaired | ☐ Speech impaired |
| ☐ Learning disability | ☐ Medical disability |
| ☐ Mental health disability | ☐ Other, please specify: |

19 Are some students who request services required to provide documentation related to their disability?

☐ Yes ☐ No If no, go to question 20 (page 6).

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19a If yes, in what cases is this required and what kinds of documentation are requested?

20 In general, does access to the facilities, equipment or services for students with disabilities decrease in the summer months?

☐ Yes ☐ No If no, go to question 20b.

20a If yes, describe the decrease, or what facilities, equipment or services are affected:

20b In general, does access to the facilities, equipment or services for students with disabilities decrease in the evenings and on weekends?

☐ Yes ☐ No If no, go to question 21.

20c If yes, describe the decrease, or what facilities, equipment or services are affected:

21 Does your institution have an independent group organized by and for students with disabilities?

☐ Yes ☐ No If no, go to question 22 (page 7).

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- 21a. If yes, provide the name of this organization:

Contact person:

Phone No. (please include area code):

e-mail:

22. Does your institution have a committee dealing with issues of accessibility?

1 ☐ Yes 2 ☐ No If no, go to question 24.

- 22a. If yes, does this committee have representation from students with disabilities?

1 ☐ Yes 2 ☐ No

23. If yes, can you provide us with the name of the chair or head of this committee and a contact number?

Phone No. (please include area code):

e-mail:

24. Does the main students' organization at your institution have any positions that focus on issues related to students with disabilities?

1 ☐ Yes 2 ☐ No 3 ☐ Don't know

- 24a. If yes, can you provide us with the name(s) and contact information for any student(s) who currently occupy these positions?

Phone No. (please include area code):

e-mail:

25. Overall, how would you describe the model of service delivery for students with disabilities at your educational institution?

- 1 ☐ Centralized - all special services through same unit
 2 ☐ Partially Centralized - most special services through same unit, some through other offices
 3 ☐ Decentralized - special services offered through various offices, no central unit
 4 ☐ Other, please describe

26. Are you aware of any modifications or additions to current programs that are in the planning stages as of January 1st, 1998 which would improve educational accessibility?

1 ☐ Yes 2 ☐ No

If yes, please indicate what they are:

27. Are you aware of any modification⁹ or additions to policy or to current administrative practice which would improve accessibility, that are in planning as of January 1st, 1998?

1 ☐ Yes 2 ☐ No

If yes, please indicate what they are:

- 27a. Are you aware of any building modifications or additions, which would improve physical accessibility, that are in planning as of January 1st, 1998?

1 ☐ Yes 2 ☐ No

If yes, please indicate what they are:

28. How are students with disabilities made aware of services and accommodations that are available to them?

- 28a. Do you have written materials about services and accommodations that are made available to students with disabilities?

1 ☐ Yes 2 ☐ No

- 28b. *If yes, please list by title:*

29. Can you provide us with copies of this material?

1 ☐ Yes 2 ☐ No

(If yes, THANK YOU! Please forward whatever written materials are available with your completed questionnaire.)

29. Does your institution have a specific person in charge of policy decision processes related to students with disabilities, to which NEADS may send a completed version of a report based on this survey?

1 ☐ Yes 2 ☐ No

- 29a. *If yes, provide the name and mailing address of this person:*

Name

Address:

Phone No. (please include area code):

e-mail:

Les questions suivantes sont destinées à nous fournir des renseignements sur votre établissement d'enseignement. Veuillez répondre dans l'espace réservé à cette fin et cocher la réponse appropriée pour chacune des questions.

écrite au verso, si nécessaire

Renseignements Dispensateurs/Dispensatrices de Services - Section ①

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3

- 11 L'unité a-t-elle droit à son propre budget de fonctionnement versé par l'institution?

Première unité ☐ Oui ☐ Non

Deuxième unité ☐ Oui ☐ Non

Troisième unité ☐ Oui ☐ Non

- 11a Si NON, d'où proviennent ses fonds de fonctionnement?

Première unité _____

Deuxième unité _____

Troisième unité _____

- 11b Offrez-vous des services (ex.: interprètes gestuels/oralistes) qui sont financés par une source extérieure (ex.: le gouvernement)?

☐ Oui ☐ Non Si non, passez à la question 12 (page 4).

- 11c Si oui, veuillez inscrire les sources extérieures.

4

- 12 Combien d'employé-e-s rémunérés comporte l'unité?

Première unité _____ Temps complet _____ Temps partiel régulier
_____ Temps partiel occasionnel _____ Occasionnel (ex.: tuteur payé à l'heure)

Deuxième unité _____ Temps complet _____ Temps partiel régulier
_____ Temps partiel occasionnel _____ Occasionnel (ex.: tuteur payé à l'heure)

Troisième unité _____ Temps complet _____ Temps partiel régulier
_____ Temps partiel occasionnel _____ Occasionnel (ex.: tuteur payé à l'heure)

- 13 Cette unité coordonne-t-elle le travail de bénévoles?

Première unité ☐ Oui ☐ Non

Deuxième unité ☐ Oui ☐ Non

Troisième unité ☐ Oui ☐ Non

- 14 Si oui, combien de bénévoles travaillent sous la direction de cette unité?

Première unité _____ Deuxième unité _____ Troisième unité _____

- 15 Combien d'heures de travail en moyenne sont effectuées par les bénévoles pendant une semaine régulière (approximativement)?

Première unité _____ Deuxième unité _____ Troisième unité _____

- 16 En général, existe-t-il des programmes ou des services particuliers qui nécessitent l'aide de bénévoles?

1 ☐ Oui 2 ☐ Non

- 16a Si oui, veuillez énumérer ces programmes/services :

- 17 Votre établissement partage-t-il l'usage d'installations, d'équipements ou de services pour étudiant-e-s handicapés avec d'autres établissements postsecondaires?

1 ☐ Oui 2 ☐ Non

- 17a Si oui, veuillez les décrire (ex. : services partagés d'autobus, de services d'interprètes oralistes, etc.):

- 18 Parmi la liste suivante, quels sont les types de déficience pour lesquels votre établissement peut offrir des services?

- | | |
|---|--|
| 1 ☐ Cécité/Déficience visuelle | 2 ☐ Surdit /Déficience auditive |
| 3 ☐ Déficience motrice | 4 ☐ Déficience de la parole |
| 5 ☐ Troubles d'apprentissage | 6 ☐ Déficience organique |
| 7 ☐ Problèmes de santé mentale | 8 ☐ Autre, veuillez préciser |

- 19 Y a-t-il des étudiant-e-s qui demandent des services pour lesquels il est nécessaire de soumettre des documents justifiant leur déficience?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 20.

- 19a Si oui, dans quel cas ces services sont-ils demandés et quel est le type de documentation exigée?

- 20 En général, l'accès aux installations, aux équipements ou aux services pour les étudiant-e-s handicapés est-il réduit pendant les mois d'été?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 20b.

- 20a Si oui, décrivez comment leur accès en est réduit ou quels sont les installations, les équipements ou les services qui font l'objet de réduction :

- 20b En général, l'accès aux installations, aux équipements ou aux services pour les étudiant-e-s handicapés est-il réduit en soirée et pendant les fins de semaine?

1 ☐ Oui 2 ☐ Non Si non, passez à la question 21 (page 7).

- 20c Si oui, décrivez comment leur accès en est réduit ou quels sont les installations, les équipements ou les services qui font l'objet de réduction :

21. Existe-t-il un groupe autonome organisé par et pour les étudiant-e-s handicapés dans votre établissement?

1 ☐ Oui 2 ☐ Non *Si non, passez à la question 22.*

- 21a. *Si oui*, inscrivez le nom de cette organisation :

Personne-contact : _____

Téléphone (inclure le code régional) : _____

Courriel (E-mail) : _____

22. Existe-t-il un comité chargé des questions relatives à l'accessibilité dans votre établissement?

1 ☐ Oui 2 ☐ Non *Si non, passez à la question 24 (page 8).*

- 22a. *Si oui*, les étudiant-e-s handicapés sont-ils représentés au sein de ce comité?

1 ☐ Oui 2 ☐ Non

23. *Si oui*, pouvez-vous nous fournir le nom du président-e/directeur-trice de ce comité ainsi qu'un numéro de téléphone?

Téléphone (inclure le code régional) : _____

Courriel (E-mail) : _____

8

24. Existe-t-il au sein de la principale organisation étudiante de votre établissement un poste chargé des questions reliées aux étudiant-e-s handicapés?

1 ☐ Oui 2 ☐ Non 3 ☐ Ne sais pas

- 24a. *Si oui*, pouvez-vous nous fournir le(s) nom(s) et les coordonnées du ou des étudiant-e-s qui occupent actuellement ces postes?

Téléphone (inclure le code régional) : _____

Courriel (E-mail) : _____

25. En général, comment décrivez-vous le modèle de prestation de services pour les étudiant-e-s handicapés dans votre établissement d'enseignement?

- 1 ☐ Centralisé - l'ensemble des services spéciaux est offert par la même unité
2 ☐ Partiellement centralisé - la plupart des services spéciaux sont offerts par la même unité, certains par d'autres bureaux
3 ☐ Décentralisé - les services spéciaux sont offerts par divers bureaux, aucune unité centrale
4 ☐ Autre, veuillez préciser _____

26. Savez-vous s'il y a des modifications ou des ajouts aux programmes actuels en cours de planification, au 1^{er} janvier 1998, qui viseraient à améliorer l'accessibilité aux études?

1 ☐ Oui 2 ☐ Non
Si oui, veuillez en indiquer la nature :

27. Savez-vous s'il y a des modifications ou ajouts aux politiques ou pratiques administratives actuelles en cours de planification, au 1^{er} janvier 1998, visant à améliorer l'accessibilité aux études?

1 ☐ Oui 2 ☐ Non

Si oui, veuillez en indiquer la nature :

- 27a. Savez-vous s'il y a des modifications ou ajouts aux édifices visant à améliorer l'accessibilité physique des lieux en cours de planification au 1^{er} janvier 1998?

1 ☐ Oui 2 ☐ Non

Si oui, veuillez en indiquer la nature :

28. Comment les étudiant-e-s handicapés sont-ils informés des services et des aménagements qui sont mis à leur disposition?

- 28a. Disposez-vous de la documentation au sujet des services et des aménagements mis à la disposition des étudiant-e-s handicapés?

1 ☐ Oui 2 ☐ Non

- 28b. Si oui, veuillez en énumérer les titres :

29. Pouvez-vous nous fournir un exemplaire de cette documentation?

1 ☐ Oui 2 ☐ Non

(Si oui, nous vous en remercions. Veuillez nous faire parvenir ces documents avec votre questionnaire une fois complété.)

29. Votre établissement a-t-il une personne chargée spécifiquement des décisions de politiques reliées aux étudiant-e-s handicapés à laquelle NEADS pourrait faire parvenir la version finale du rapport de la présente enquête?

1 ☐ Oui 2 ☐ Non

- 29a. Si oui, inscrivez le nom et l'adresse de correspondance de cette personne :

Nom

Adresse :

Téléphone (inclure le code régional) :

Courriel (E-mail) :

BEST COPY AVAILABLE

SECTION ② - ACCESSIBILITY AT YOUR EDUCATIONAL FACILITY

The following questions are designed to provide us with an assessment of the facilities and services available at your institution in a variety of areas. Please indicate your evaluation by checking the appropriate boxes ranging from excellent to poor. The comment space that follows each section allows you to elaborate on your rating, or describe unique situations at your institution.

PART A: PHYSICAL ACCESSIBILITY

30. PHYSICAL ACCESSIBILITY: MAIN STUDENT SERVICES BUILDING

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 identified parking spaces	☐	☐	☐	☐	☐	☐
2 low grade ramps	☐	☐	☐	☐	☐	☐
3 low pressure doors	☐	☐	☐	☐	☐	☐
4 wing door handles	☐	☐	☐	☐	☐	☐
5 wide doorways	☐	☐	☐	☐	☐	☐
6 automatic doors	☐	☐	☐	☐	☐	☐
7 accessible washrooms	☐	☐	☐	☐	☐	☐
8 handrails on walkways	☐	☐	☐	☐	☐	☐
9 wide aisle areas	☐	☐	☐	☐	☐	☐
10 accessible service counters	☐	☐	☐	☐	☐	☐
11 special services for customers with disabilities	☐	☐	☐	☐	☐	☐
12 elevators in all areas	☐	☐	☐	☐	☐	☐
13 braille/large print floor elevator numbers	☐	☐	☐	☐	☐	☐
14 braille/large print elevator buttons	☐	☐	☐	☐	☐	☐
15 floor bells in elevators	☐	☐	☐	☐	☐	☐
16 coloured strips on stairs	☐	☐	☐	☐	☐	☐
17 outside lighting	☐	☐	☐	☐	☐	☐

Comments _____

12

31. PHYSICAL ACCESSIBILITY: MAIN ADMINISTRATION BUILDING

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 identified parking spaces	☐	☐	☐	☐	☐	☐
2 low grade ramps	☐	☐	☐	☐	☐	☐
3 low pressure doors	☐	☐	☐	☐	☐	☐
4 wing door handles	☐	☐	☐	☐	☐	☐
5 wide doorways	☐	☐	☐	☐	☐	☐
6 automatic doors	☐	☐	☐	☐	☐	☐
7 accessible washrooms	☐	☐	☐	☐	☐	☐
8 handrails on walkways	☐	☐	☐	☐	☐	☐
9 wide aisle areas	☐	☐	☐	☐	☐	☐
10 accessible service counters	☐	☐	☐	☐	☐	☐
11 special services for customers with disabilities	☐	☐	☐	☐	☐	☐
12 elevators in all areas	☐	☐	☐	☐	☐	☐
13 braille/large print floor elevator numbers	☐	☐	☐	☐	☐	☐
14 braille/large print elevator buttons	☐	☐	☐	☐	☐	☐
15 floor bells in elevators	☐	☐	☐	☐	☐	☐
16 coloured strips on stairs	☐	☐	☐	☐	☐	☐
17 outside lighting	☐	☐	☐	☐	☐	☐

Comments _____

13

32 PHYSICAL ACCESSIBILITY: MAIN LIBRARY BUILDING

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 identified parking spaces	☐	☐	☐	☐	☐	☐
2 low grade ramps	☐	☐	☐	☐	☐	☐
3 low pressure doors	☐	☐	☐	☐	☐	☐
4 wing door handles	☐	☐	☐	☐	☐	☐
5 wide doorways	☐	☐	☐	☐	☐	☐
6 automatic doors	☐	☐	☐	☐	☐	☐
7 accessible washrooms	☐	☐	☐	☐	☐	☐
8 handrails on walkways	☐	☐	☐	☐	☐	☐
9 wide aisle areas	☐	☐	☐	☐	☐	☐
10 accessible service counters	☐	☐	☐	☐	☐	☐
11 special services for customers with disabilities	☐	☐	☐	☐	☐	☐
12 elevators in all areas	☐	☐	☐	☐	☐	☐
13 braille/large print floor elevator numbers	☐	☐	☐	☐	☐	☐
14 braille/large print elevator buttons	☐	☐	☐	☐	☐	☐
15 floor bells in elevators	☐	☐	☐	☐	☐	☐
16 coloured strips on stairs	☐	☐	☐	☐	☐	☐
17 outside lighting	☐	☐	☐	☐	☐	☐
18 adapted library stations	☐	☐	☐	☐	☐	☐

Comments _____

33 PHYSICAL ACCESSIBILITY: MAIN FOOD SERVICES BUILDING

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 identified parking spaces	☐	☐	☐	☐	☐	☐
2 low grade ramps	☐	☐	☐	☐	☐	☐
3 low pressure doors	☐	☐	☐	☐	☐	☐
4 wing door handles	☐	☐	☐	☐	☐	☐
5 wide doorways	☐	☐	☐	☐	☐	☐
6 automatic doors	☐	☐	☐	☐	☐	☐
7 accessible washrooms	☐	☐	☐	☐	☐	☐
8 handrails on walkways	☐	☐	☐	☐	☐	☐
9 wide aisle areas	☐	☐	☐	☐	☐	☐
10 accessible service counters	☐	☐	☐	☐	☐	☐
11 special services for customers with disabilities	☐	☐	☐	☐	☐	☐
12 elevators in all areas	☐	☐	☐	☐	☐	☐
13 braille/large print floor elevator numbers	☐	☐	☐	☐	☐	☐
14 braille/large print elevator buttons	☐	☐	☐	☐	☐	☐
15 floor bells in elevators	☐	☐	☐	☐	☐	☐
16 coloured strips on stairs	☐	☐	☐	☐	☐	☐
17 outside lighting	☐	☐	☐	☐	☐	☐

Comments _____

Student and Service Provider Surveys - Section ②

34 PHYSICAL ACCESSIBILITY: BOOK STORE

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 identified parking spaces	☐	☐	☐	☐	☐	☐
2 low grade ramps	☐	☐	☐	☐	☐	☐
3 low pressure doors	☐	☐	☐	☐	☐	☐
4 wing door handles	☐	☐	☐	☐	☐	☐
5 wide doorways	☐	☐	☐	☐	☐	☐
6 automatic doors	☐	☐	☐	☐	☐	☐
7 accessible washrooms	☐	☐	☐	☐	☐	☐
8 handrails on walkways	☐	☐	☐	☐	☐	☐
9 wide aisle areas	☐	☐	☐	☐	☐	☐
10 accessible service counters	☐	☐	☐	☐	☐	☐
11 special services for customers with disabilities	☐	☐	☐	☐	☐	☐
12 elevators in all areas	☐	☐	☐	☐	☐	☐
13 braille-large print floor elevator numbers	☐	☐	☐	☐	☐	☐
14 braille-large print elevator buttons	☐	☐	☐	☐	☐	☐
15 floor bells in elevators	☐	☐	☐	☐	☐	☐
16 coloured strips on stairs	☐	☐	☐	☐	☐	☐
17 outside lighting	☐	☐	☐	☐	☐	☐

Comments

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35 PHYSICAL ACCESSIBILITY: SPECIAL EQUIPMENT

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 scanner (eg OSCAR, Reading Edge)	☐	☐	☐	☐	☐	☐
2 CCTV enlargement system	☐	☐	☐	☐	☐	☐
3 braille	☐	☐	☐	☐	☐	☐
4 4-track tape recorder	☐	☐	☐	☐	☐	☐
5 TDD/TTY (telecommunications devices for the deaf)	☐	☐	☐	☐	☐	☐
6 phonic ears/FM amplification	☐	☐	☐	☐	☐	☐
7 acoustically treated rooms	☐	☐	☐	☐	☐	☐
8 talking calculator	☐	☐	☐	☐	☐	☐
9 wheelchairs	☐	☐	☐	☐	☐	☐
10 specialized software for students with learning disabilities	☐	☐	☐	☐	☐	☐

Comments

36 PHYSICAL ACCESSIBILITY: ADAPTIVE COMPUTER EQUIPMENT

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 voice recognition	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 internet access	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 loaner lap-tops	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 braille printers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 braille displays	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 real-time captioning	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 screen reading software	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 refreshable braille systems	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9 screen enlarging software	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10 adapted computer keyboards	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
11 hearing assistance software	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12 adaptive technology training	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
13 separate adaptive technology resource centre	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

37 PHYSICAL ACCESSIBILITY: SAFETY, EMERGENCY FEATURES

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 safety policies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 refuge areas	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 flashing alarms	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 emergency procedures	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 emergency assistance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

38 PHYSICAL ACCESSIBILITY: ACCESS TO LABS

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 accessible counters in physical science labs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 specialized technology in physical science labs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 accessible computer labs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 adaptive computer technologies in computer labs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

20

39 PHYSICAL ACCESSIBILITY: ACCESS TO ON-CAMPUS HOUSING

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 identified parking spaces	☐	☐	☐	☐	☐	☐
2 low grade ramps	☐	☐	☐	☐	☐	☐
3 low pressure doors	☐	☐	☐	☐	☐	☐
4 wing door handles	☐	☐	☐	☐	☐	☐
5 wide doorways	☐	☐	☐	☐	☐	☐
6 automatic doors	☐	☐	☐	☐	☐	☐
7 accessible washrooms	☐	☐	☐	☐	☐	☐
8 handrails on walkways	☐	☐	☐	☐	☐	☐
9 accessible rooms	☐	☐	☐	☐	☐	☐
10 attendant care	☐	☐	☐	☐	☐	☐

Comments:

40 PHYSICAL ACCESSIBILITY: ADAPTED ON-CAMPUS TRANSPORTATION

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 on-campus transportation	☐	☐	☐	☐	☐	☐
2 convenient hours of service	☐	☐	☐	☐	☐	☐
3 affordable cost	☐	☐	☐	☐	☐	☐

Comments:

41 PHYSICAL ACCESSIBILITY: OTHER

Comments:

21

PART B: EDUCATIONAL ACCESSIBILITY

42 EDUCATIONAL ACCESSIBILITY: ENTRANCE EXAMINATIONS

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 adaptations for exams	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 alternative test procedures	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

43 EDUCATIONAL ACCESSIBILITY: PREPARATION, REGISTRATION, ORIENTATION

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 registration assistance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 pre-registration for students with disabilities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 TTY registration	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 study courses	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 orientation workshops	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 tours	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 mobility orientation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 classroom relocation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

495

44 EDUCATIONAL ACCESSIBILITY: ATHLETIC PROGRAMS, FACILITIES FOR PERSONS WITH DISABILITIES

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 adapted athletic fitness programs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 adapted athletic/fitness equipment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 athletic fitness specialists	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

45 EDUCATIONAL ACCESSIBILITY: ASSISTANCE WITH LECTURE NOTES, ASSIGNMENTS, RESEARCH PAPERS

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 note takers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 photocopy pass	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 computer access	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 library assistance	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 on-campus readers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 editing help	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 peer tutoring service	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 proof reading	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9 sign interpreters	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10 oral interpreters	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
11 remediation skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12 NCR paper	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
13 lap-top computer	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
14 other specialized note-taking services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

496

24

46 EDUCATIONAL ACCESSIBILITY: TEXT-BOOK ACCESS

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 on-campus large print texts	☐	☐	☐	☐	☐	☐
2 braille texts	☐	☐	☐	☐	☐	☐
3 talking books	☐	☐	☐	☐	☐	☐
4 page turners	☐	☐	☐	☐	☐	☐
5 CCTV	☐	☐	☐	☐	☐	☐
6 assistance retrieving special texts	☐	☐	☐	☐	☐	☐

Comments _____

47 EDUCATIONAL ACCESSIBILITY: SUPPORT FOR INSTRUCTORS

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 assistance with alternate teaching strategies	☐	☐	☐	☐	☐	☐
2 in-service training	☐	☐	☐	☐	☐	☐
3 case-by-case representation to instructors	☐	☐	☐	☐	☐	☐
4 notification to instructors by administration	☐	☐	☐	☐	☐	☐

Comments _____

25

48 EDUCATIONAL ACCESSIBILITY: STUDENT SERVICES FOR PERSONS WITH DISABILITIES

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 vocational assessment	☐	☐	☐	☐	☐	☐
2 psycho-educational assessments	☐	☐	☐	☐	☐	☐
3 counselling	☐	☐	☐	☐	☐	☐
4 assistance with job placement	☐	☐	☐	☐	☐	☐
5 tutoring	☐	☐	☐	☐	☐	☐

Comments _____

49 EDUCATIONAL ACCESSIBILITY: EXAMS, COURSE REQUIREMENTS

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 oral examinations	☐	☐	☐	☐	☐	☐
2 extended exam time	☐	☐	☐	☐	☐	☐
3 formula to calculate extended time	☐	☐	☐	☐	☐	☐
4 private rooms for writing	☐	☐	☐	☐	☐	☐
5 alternative formats	☐	☐	☐	☐	☐	☐
6 exam study assistance	☐	☐	☐	☐	☐	☐
7 writers, readers	☐	☐	☐	☐	☐	☐
8 modification of course program requirements	☐	☐	☐	☐	☐	☐

Comments _____

PART C: ACCESSIBILITY PROGRAMS, ADMINISTRATION

50 ACCESSIBILITY PROGRAMS: ADMINISTRATIVE SUPPORT, POLICY

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 human resources	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 required budget for services/programs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 program administration	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 senior administrative commitment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 an overall policy on access for students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 a policy that covers specific disabilities (eg. learning disabled)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 in-service training for all employees	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 faculty/departmental cooperation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

51 VOLUNTEER SERVICES

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 volunteer services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

PART D: EXTERNAL/COMMUNITY ACCESSIBILITY

52 EXTERNAL/COMMUNITY ACCESSIBILITY: LIAISON WITH

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 public schools	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 CEGEP	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 other post-secondary institutions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 service providers, agencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 government agencies	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 other resources	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

53 EXTERNAL/COMMUNITY ACCESSIBILITY: TRANSPORTATION

	Excellent	Good	Fair	Poor	Not Available	Don't Know
1 transit on campus	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 accessible public transit	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 cost of accessible public transit	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Comments _____

28

SECTION ③ BEST PRACTICES OF ACCESSIBILITY

Please give us your overall evaluation of the accessibility features, programs and services of your educational institution.

- 54 In general, in terms of campus accessibility, what do you feel are the three MOST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so?

①

②

③

29

- 55 In general, in terms of campus accessibility, what do you feel are the three LEAST SUCCESSFUL services, programs, or features of your educational facility? Why do you think so?

①

②

③

Student and Service Provider Surveys - Section ②

The following questions are designed to elicit your assessment of the priority of accessibility in assisting students with disabilities to make progress at your educational institution. **Please rate the following statements according to the scale provided:**

56. What priority do you give the *financial* accessibility of your educational facility in terms of assisting students with disabilities in their studies?

1 ☐ 2 ☐ 3 ☐ 4 ☐
high priority low priority

57. What priority do you give the *academic accommodations* of your educational facility in terms of assisting students with disabilities in their studies?

1 ☐ 2 ☐ 3 ☐ 4 ☐
high priority low priority

58. What priority do you give the *policy/administrative* accessibility of your educational facility in terms of assisting students with disabilities in their studies?

1 ☐ 2 ☐ 3 ☐ 4 ☐
high priority low priority

59. What priority do you give the *transition to post-secondary education orientation* accessibility of your educational facility in terms of assisting students with disabilities in their studies?

1 ☐ 2 ☐ 3 ☐ 4 ☐
high priority low priority

60. What priority do you give the *alternate format/materials* accessibility of your educational facility in terms of assisting students with disabilities in their studies?

1 ☐ 2 ☐ 3 ☐ 4 ☐
high priority low priority

61. What priority do you give the *overall* accessibility of your educational facility in terms of assisting students with disabilities in their studies?

1 ☐ 2 ☐ 3 ☐ 4 ☐
high priority low priority

62. Please rank the following features of accessibility at your educational facility according to how important they are in assisting students with disabilities in their studies?

Rank each of the following features from 1 to 6, with 1 being the most important feature for assisting students, and 6 being the least important feature.

Important: DO NOT ASSIGN ANY NUMBER MORE THAN ONCE

	RANK	EXAMPLE
A. <i>financial</i> accessibility	_____	_____
B. <i>academic accommodations</i> accessibility	_____	_____
C. <i>policy/administrative</i> accessibility	_____	_____
D. <i>post-secondary orientation</i> accessibility	_____	_____
E. <i>alternate format/materials</i> accessibility	_____	_____
F. <i>overall</i> accessibility	_____	_____

PLEASE NOTE: THE FOLLOWING SECTION IS OPTIONAL.

Thank you for your time and patience. If you wish to receive additional information from the National Educational Association of Disabled Students or if you would be willing to participate in followup studies, please include your name and address:

☐ I would like additional information about the National Educational Association of Disabled Students

☐ I would be willing to participate in followup studies.

You can also contact us at:

NEADS, 4th Level Unicef Centre, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario K1S 5B6; Phone (613) 526-8008, Voice & TTY.

website: <http://www.indie.ca/neads>

SECTION ② - L'ACCESSIBILITÉ DE VOTRE ÉTABLISSEMENT D'ENSEIGNEMENT

Les questions suivantes visent à obtenir une évaluation des installations et des services disponibles sur votre établissement dans différents secteurs. Veuillez indiquer votre évaluation en cochant les cases appropriées variant d'excellent à inadéquat. L'espace réservé aux commentaires figurant à la fin de chaque section vous permet d'élaborer votre évaluation ou de décrire des situations uniques à votre établissement.

PARTIE A - ACCESSIBILITÉ PHYSIQUE

30. ACCESSIBILITÉ PHYSIQUE - ÉDIFICE PRINCIPAL DES SERVICES AUX ÉTUDIANT-E-S

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1. stationnement identifié	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2. rampes à pente graduée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3. portes facilement maniables	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4. poignées de porte en "bec-de-cane" 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	
5. larges portes d'entrée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6. portes automatiques	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7. toilettes accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8. allées piétonnières munies de mains courantes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9. larges couloirs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10. comptoirs de services accessibles 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	
11. services spéciaux pour clients avec une limitation fonctionnelle	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12. ascenseurs dans tous les secteurs 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	
13. numéros d'étage en braille/en gros caractères dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
14. boutons d'ascenseur inscrits en braille/en gros caractères	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
15. signal sonore indiquant les étages dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
16. bandes de couleur contrastantes sur les marches d'escalier	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
17. éclairage extérieur	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

11

31. ACCESSIBILITÉ PHYSIQUE - ÉDIFICE PRINCIPAL DE L'ADMINISTRATION

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1. stationnement identifié	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2. rampes à pente graduée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3. portes facilement maniables	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4. poignées de porte en "bec-de-cane" 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	
5. larges portes d'entrée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6. portes automatiques	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7. toilettes accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8. allées piétonnières munies de mains courantes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9. larges couloirs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10. comptoirs de services accessibles 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	
11. services spéciaux pour clients avec une limitation fonctionnelle	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12. ascenseurs dans tous les secteurs 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	
13. numéros d'étage en braille/en gros caractères dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
14. boutons d'ascenseur inscrits en braille/en gros caractères	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
15. signal sonore indiquant les étages dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
16. bandes de couleur contrastantes sur les marches d'escalier	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
17. éclairage extérieur	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

12

32 ACCESSIBILITE PHYSIQUE - EDIFICE PRINCIPAL DE LA BIBLIOTHEQUE

13

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 stationnement identifié	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 rampes à pente graduée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 portes facilement maniable	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 poignées de porte en "bec-de-cane" ¹	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 larges portes d'entrée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 portes automatiques	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 toilettes accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 allées piétonnières munies de mains courantes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9 larges couloirs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10 comptoirs de services accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
11 services spéciaux pour clients avec une limitation fonctionnelle	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12 ascenseurs dans tous les secteurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
13 numéros d'étage en braille en gros caractères dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
14 boutons d'ascenseur inscrits en braille en gros caractères	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
15 signal sonore indiquant les étages dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
16 bandes de couleur contrastantes sur les marches d'escalier	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
17 éclairage extérieur	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires

509

33 ACCESSIBILITE PHYSIQUE - EDIFICE PRINCIPAL DES SERVICES ALIMENTAIRES

14

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 stationnement identifié	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 rampes à pente graduée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 portes facilement maniable	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 poignées de porte en "bec-de-cane" ¹	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 larges portes d'entrée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 portes automatiques	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 toilettes accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 allées piétonnières munies de mains courantes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9 larges couloirs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10 comptoirs de services accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
11 services spéciaux pour clients avec une limitation fonctionnelle	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12 ascenseurs dans tous les secteurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
13 numéros d'étage en braille en gros caractères dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
14 boutons d'ascenseur inscrits en braille en gros caractères	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
15 signal sonore indiquant les étages dans les ascenseurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
16 bandes de couleur contrastantes sur les marches d'escalier	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
17 éclairage extérieur	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires

510

34 ACCESSIBILITÉ PHYSIQUE - LIBRAIRIE

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 stationnement identifié	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
2 rampes à pente graduelle	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
3 portes facilement maniables	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
4 poignées de porte en "bec-de-cane"	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
5 larges portes d'entrée	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
6 portes automatiques	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
7 toilettes accessibles	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
8 allées piétonnières munies de mains courantes	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
9 larges couloirs	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
10 comptoirs de services accessibles	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
11 services spéciaux pour clients avec une limitation fonctionnelle	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
12 ascenseurs dans tous les secteurs	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
13 numéros d'étage en braille en gros caractères dans les ascenseurs	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
14 boutons d'ascenseur inscrits en braille en gros caractères	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
15 signal sonore indiquant les étages dans les ascenseurs	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
16 bandes de couleur contrastantes sur les marches d'escalier	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
17 éclairage extérieur	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	

Commentaires

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35 ACCESSIBILITÉ PHYSIQUE - ÉQUIPEMENTS SPÉCIALISÉS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 scanner tex (OSCAR, Reading Edge)	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
2 système d'agrandissement télévisuel/TVEF	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
3 convertisseur braille	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
4 magnétophone 4 pistes	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
5 ATS/ATME (appareil de télécommunication pour les sourd-e-s)	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
6 prothèse acoustique/système de diffusion MB	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
7 salles multimédias	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
8 calculatrice portative	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
9 fauteuils roulants	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
10 logiciels spécialisés pour étudiant-e-s ayant des troubles d'apprentissage	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	

Commentaires

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36 ACCESSIBILITE PHYSIQUE EQUIPEMENTS INFORMATIQUES ADAPTES

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 reconnaissance vocale	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
2 acces internet	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
3 prêt d'ordinateur portatif	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
4 imprimante braille	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
5 plage tactile	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
6 sous-titrage en temps réel	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
6 synthèse vocale	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
7 système de conversion de braille	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
8 logiciel d'agrandissement de texte	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
9 claviers d'ordinateur adaptés	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
10 logiciels d'assistance en aide auditive	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
11 formation à la technologie adaptée	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
12 centre de ressources de technologie adaptée distinct	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	

Commentaires

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37 ACCESSIBILITE PHYSIQUE MESURES ET DISPOSITIFS DE SECURITE ET D'URGENCE

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 politiques de sécurité	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
2 aires de refuge	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
3 alarmes clignotantes	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
4 mesures d'urgence	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
5 aide d'urgence	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	

Commentaires

38 ACCESSIBILITE PHYSIQUE ACCES AUX LABORATOIRES

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 compteurs accessibles dans lab de sciences	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
2 technologie spécialisée dans lab de sciences	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
3 lab d'ordinateurs accessible	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	
4 technologies informatiques adaptées dans lab d'ordinateurs	1 ☐	2 ☐ 3 ☐	4 ☐	5 ☐	6 ☐	

Commentaires

Étudiants et Dispensateurs/Dispensatrices de Services - Section

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33 ACCESSIBILITE PHYSIQUE ACCES AUX RESIDENCES SUR LE CAMPUS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 stationnements identifiés	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 rampes à pente graduée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 portes facilement maniables	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 poignées de porte en "bec-de-cane"	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 larges portes d'entrée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 portes automatiques	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 soleilles accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 allées pédestres munies de mains courantes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9 salles accessibles	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10 service de préposés	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

40 ACCESSIBILITE PHYSIQUE TRANSPORT ADAPTE SUR LE CAMPUS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 transport sur le campus	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 heures de service adéquates	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 coût abordable	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

41 ACCESSIBILITE PHYSIQUE AUTRES

Commentaires _____

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PARTIE B ACCESSIBILITE DE LA FORMATION

42 ACCESSIBILITE DE LA FORMATION EXAMENS D'ENTREE

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 Examens en format adapté	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 administration alternative d'examen	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

43 ACCESSIBILITE DE LA FORMATION PREPARATION, INSCRIPTION, ORIENTATION

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 aide à l'inscription	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 pré-inscription pour étudiant-e-s handicapés	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 inscription par ATME/AIS	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 cours sur les méthodes d'étude	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 ateliers d'orientation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 visites guidées	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 session d'orientation et de mobilité	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 relocalisation de salles de cours	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

22

44 ACCESSIBILITE DE LA FORMATION PROGRAMMES SPORTIFS, INS PERSONNES HANDICAPEES

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 programmes sportifs/de conditionnement adaptés	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 équipements sportifs/de conditionnement adaptés	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 spécialistes sportifs/de conditionnement	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

45 ACCESSIBILITE DE LA FORMATION ASSISTANCE POUR LA PRISE DE NOTES, LES TRAVAUX ET RAPPORTS DE RECHERCHE

	Excellent	Bon	Passable	Inadequat	Non disponible	Ne sais pas
1 preneurs de notes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 carte d'accès à la photocopie	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 accès aux ordinateurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 assistance à la bibliothèque	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 services de lecteurs sur campus	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 aide à la correction de textes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 service de tutorat par les pairs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 révision de travaux	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
9 interprètes gestuels	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
10 interprètes oralistes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
11 enseignement correctif	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
12 papier autocopiant (NCR)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
13 ordinateurs portatifs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
14 autres services spécialisés de prise de notes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

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46 ACCESSIBILITÉ DE LA FORMATION ACCÈS AUX DOCUMENTS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 accès à des textes imprimés en gros caractères sur le campus	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
2 textes en braille	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
3 livres parlants	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
4 tourne-pages	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
5 Système d'agrandissement/televisionneuse		2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
6 aide pour repérer des textes spéciaux	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

47 ACCESSIBILITÉ DE LA FORMATION SOUTIEN DES INSTRUCTEURS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 aide avec des stratégies d'enseignement alternatives	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
2 formation sur place	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
3 présentation aux instructeur·trice·s des cas individuellement	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
4 communication des besoins aux instructeur·trice·s par l'administration	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

24

48 ACCESSIBILITÉ DE LA FORMATION SERVICES AUX ÉTUDIANT·ES HANDICAPÉS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 évaluation professionnelle	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
2 évaluations psycho-éducatives	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
3 counselling	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
4 aide de placement au travail	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
5 tutorat	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

49 ACCESSIBILITÉ DE LA FORMATION EXAMENS, EXIGENCES DES COURS

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 examens oraux	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
2 période d'examen prolongée	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
3 formule de calcul pour les périodes prolongement	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
4 salles individuelles pour examen écrit	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
5 Examens en format adapté	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
6 aide pour étude d'examen	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
7 rédacteurs, lecteurs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
8 modification des exigences de cours/de programmes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

Commentaires _____

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PARTIE C ADMINISTRATION ET PROGRAMMES RELATIFS À L'ACCESSIBILITÉ

50 PROGRAMMES SUR L'ACCESSIBILITÉ SOUTIEN ADMINISTRATIF ET POLITIQUES

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 ressources humaines	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
2 budget requis pour services/programmes	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
3 administration de programmes	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
4 engagement administratif de la direction	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
5 politique générale sur l'accès des étudiant-e-s	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
6 politique relative à des limitations fonctionnelles précises (comme les troubles d'apprentissage)	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
7 formation sur place pour tous les employé-e-s	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
8 collaboration des facultés/départements	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

51 SERVICES DE BENEVOLES

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 services de bénévoles	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

26

PARTIE D ACCESSIBILITÉ À DES ORGANISMES EXTERIEURS ET DE LA COMMUNAUTE

52 ACCESSIBILITÉ À DES ORGANISMES EXTERIEURS ET DE LA COMMUNAUTE LIENS AVEC

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 écoles publiques	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
2 CEGEP	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
3 autres établissements postsecondaires	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
4 dispensateurs et agences de services	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
5 agences gouvernementales	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
6 autres ressources	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

53 ACCESSIBILITÉ À DES ORGANISMES EXTERIEURS ET DE LA COMMUNAUTE TRANSPORT

	Excellent	Bon	Passable	Inadéquat	Non disponible	Ne sais pas
1 transport public sur campus	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
2 transport public adapté	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐
3 coût du transport public adapté	1 ☐	2 ☐ 3 ☐		4 ☐	5 ☐	6 ☐

Commentaires _____

55 En général, relativement à l'accessibilité de votre campus, quels sont, d'après vous, LES TROIS services, programmes ou aspects de votre établissement LES MOINS EFFICACES et pourquoi?

54 En général, relativement à l'accessibilité de votre campus, quels sont, d'après vous, LES TROIS services, programmes ou aspects de votre établissement LES PLUS EFFICACES et pourquoi?

54 En général, relativement à l'accessibilité de votre campus, quels sont, d'après vous, LES TROIS services, programmes ou aspects de votre établissement LES PLUS EFFICACES et pourquoi?

55 En général, relativement à l'accessibilité de votre campus, quels sont, d'après vous, LES TROIS services, programmes ou aspects de votre établissement LES MOINS EFFICACES et pourquoi?

Étudiant-e-s et Dispensateurs/Dispensatrices de Services - Section ②

29

Les questions suivantes sont destinées à obtenir votre évaluation de la priorité de l'accessibilité pour aider les étudiant-e-s handicapés à faire des progrès dans votre établissement d'enseignement. **Veillez classer par ordre d'importance les énoncés suivants en fonction de l'échelle inscrite :**

56. D'après vous, quel ordre de priorité faudrait-il accorder à l'accessibilité financière de votre établissement d'enseignement pour aider les étudiant-e-s handicapés dans leurs études?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐
première priorité dernière priorité
57. D'après vous, quel ordre de priorité faudrait-il accorder aux aménagements académiques dans votre établissement de façon à aider les étudiant-e-s handicapés dans leurs études?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐
première priorité dernière priorité
58. D'après vous, quel ordre de priorité faudrait-il accorder à l'administration et aux politiques liées à l'accessibilité dans votre établissement afin d'aider les étudiant-e-s handicapés dans leurs études?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐
première priorité dernière priorité
59. D'après vous, quel ordre de priorité faudrait-il accorder à l'accessibilité de l'information sur la transition aux études postsecondaires dans votre établissement afin d'aider les étudiant-e-s handicapés dans leurs études?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐
première priorité dernière priorité
60. D'après vous, quel ordre de priorité faudrait-il accorder à l'accessibilité de documents en médias substitués dans votre établissement afin d'aider les étudiant-e-s handicapés dans leurs études?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐
première priorité dernière priorité
61. D'après vous, quel ordre de priorité faudrait-il accorder à l'accessibilité générale de votre établissement afin d'aider les étudiant-e-s handicapés dans leurs études?
- 1 ☐ 2 ☐ 3 ☐ 4 ☐
première priorité dernière priorité

30

62. Veillez classer les aspects suivants portant sur l'accessibilité dans votre établissement selon leur importance quant à l'aide qu'ils apportent aux étudiant-e-s handicapés dans leurs études?

Classer chacun des aspects suivants sur une échelle de 1 à 6, 1 étant l'aspect le plus important et 6 étant l'aspect le moins important.

Important CHAQUE ASPECT NE DOIT COMPORTER QU'UNE SEULE COTE

	COTE	EXEMPLE
A. accessibilité financière	_____	_____
B. accessibilité des aménagements académiques	_____	_____
C. politiques et administration relatives à l'accessibilité	_____	_____
D. accessibilité de l'information sur les études postsecondaires	_____	_____
E. accessibilité des documents en médias substitués	_____	_____
F. accessibilité générale	_____	_____

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NOTA - LA SECTION SUIVANTE EST FACULTATIVE

Nous vous remercions de votre temps et de votre patience. Si vous désirez obtenir des renseignements supplémentaires au sujet de l'Association nationale des étudiant-e-s handicapés au niveau postsecondaire (NEADS) ou participer à des études de suivi, veuillez indiquer vos nom et adresse ci-dessous.

☐ J'aimerais obtenir des renseignements supplémentaires au sujet de l'Association nationale des étudiant-e-s handicapés au niveau postsecondaire

☐ J'aimerais participer à des études de suivi

Vous pouvez nous rejoindre à l'adresse suivante

NEADS, 4^e étage, Unicentre, Carleton University, 1125, promenade du Colonel By, Ottawa (Ontario), K1S 5B6, téléphone (613) 526-8008, voix et ATME/ATS

site sur la grande toile <http://www.indie.ca/neads>

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